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Report on Public Instruction in the Hyderabad assigned districts, for the year 1879-80

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No. 2472.

Remarks by the Resident at Hyderabad on the Reports on Education in the Hyderabad Assigned Districts, for the year 1879-80.

THE table in para. 10 of the Report submitted by the Director of Public Instruction shows a net increase, as compared with the previous year, of 71 schools and 3,276 pupils. Of these 71 schools only 18 belonged to Government, and, the Director observes, "the real increase in Government Schools is only 8, the remaining 10 being the result of conversion into independent schools of as many Urdu classes, which were formerly attached to Marathi schools. With this small increase in their number they show a very great increase of 2,846 in their attendance." The increase of schools is entirely under the head of Primary Education, no addition to the number of schools for Higher, Middle, or Special education having taken place.

The total number of pupils in Government schools, 24,433, represents 44 in the two High Schools at Amraoti and Akola, 169 in the five Middle Schools at Akola, Amraoti, Malkapur, Ellichpur, and Basim; 53 in the Special School (Training College) at Akola; and the remainder, or 98·9 per cent., in Primary Schools. In the Lower Division of the Primary School course 21,378 boys (against 18,859 in the previous year) are returned, and in the Upper Division only 2,455 (against 2,094 in the previous year). The educational attainments of these, again, are demonstrated by the fact that only 71 passed the Upper Primary School examination, and only 1,032 the Lower Primary examination.

When by the side of these figures we regard those which show the average cost of each pupil's education in Government schools as noted on the margin, we cannot but exclaim, as the Resident did in his review of the last Educational Report and as the Commissioner does once more in his present review (paras. 10 and 24) at the poverty of the results obtained.

	Average annual cost of educating each pupil.
High Schools ...	... Rs. 307-5-5
Middle Class ...	... „ 62-14-10
Primary Schools. for boys	... „ 7-12-4
Primary Schools. for girls	... „ 11-11-4

2. Mr. Jones almost seems to imply by the remarks made in his para. 24 that his proposals to remedy the present state of things have not met with sufficient support. The three things he advocates are: (1) the gradual imposition of a re-admission fee in all schools; (2) the provision of rewards for deserving masters, and (3) he says, "whatever it might cost, or whatever other objects might have to be sacrificed, I would for four or five years, that is, until Berar schools shall have been fairly supplied with masters, double or treble the number of men in the Training School." There can be no difficulty in lending a general assent to proposals like these, and had the Resident apprehended that there was any difference of opinion regarding them between the Commissioner and the Director he would have requested the latter to consult Mr. Jones in view to specific proposals being framed and considered. The Director has invariably shown his anxiety that, as Mr. Jones puts it, "children should be not merely collected in our schools but taught;" the signs of this anxiety are patent in the present as in former reports; and the Resident has every confidence that, with the advice of the Commissioner and the co-operation he is entitled to expect from District Officers, he and his subordinates will exert themselves to obtain more for the money spent by the State on education. The administrative restrictions alluded to in the opening of the Report have passed away, and the freedom desired by the Commissioner has been secured, in that now school fees will not be brought into the accounts, but remain almost entirely in the hands of School Committees for the supply of local needs. To the School Committee we must look as the germ of that local management and public opinion which, if it can be called into existence, will be more potent for real progress than the most energetic but necessarily spasmodic efforts of Tahsildars and School Inspectors.

3. With regard to a re-admission fee, para. 12 of the Director's Report does not afford much ground for regarding it as a reform of importance, likely to be very fruitful in results. It seems, however, to be based on common sense, and one that may well be introduced at once in the two districts of Amraoti and Akola. In commenting on this subject last year, the Resident refrained from passing any order on it, contenting himself with an expression of his own opinion. He will now, however, ask the Director to give effect to that opinion, as it is so strongly supported. It is probable that something may require to be done to reward deserving schoolmasters, and it is certain that much has to be done to increase the supply of efficient masters, but these are points with which the Educational Department is quite competent to deal. The process of weeding out inefficient men must be gradual,* and the Resident is not aware that the present Director requires any stimulus in that direction. The difficulty lies in supplying efficient men after the weeding has taken place. An increase in the number of students in the Training College would seem to be the best step we can take at present to meet this difficulty; but remarks such as those which the Director replies to in para 11 of the Report are of no assistance. It is easy to criticize the small salaries paid to schoolmasters of village schools, but the attainments of these men are not great, and the experiment of attracting schoolmasters to Berar from the Bombay Presidency by salaries much higher than they could obtain elsewhere has already been tried by Dr. Sinclair without success. As regards primary education, the State professes to do no more than to place before the people the means of learning how to read, write, and cast accounts, and as these means have to be diffused over a wide area, a strict economy is a matter of necessity. A Deputy Commissioner who, after carefully looking into the condition of a school, makes a specific proposal for its amelioration, or for rewarding a deserving master performs a service, which one who deals out hasty remarks on the measures of the Educational Department does not. Deputy Commissioners should remember that the primary schools are under *their* control, and that the Deputy Educational Inspectors are *their* assistants in the educational administration of their districts.

4. Turning to Secondary Education, which is treated of in Section IV. of the Report, we find the average annual cost of educating each pupil in the Akola and Amraoti High schools was Rs. 307-5-5; including the Middle Class Schools this cost was Rs. 108-13-4, against Rs. 49-3-1 in the Central Provinces. In the Punjab Report for 1878-79 the cost per pupil was in High schools Rs. 229-11-7; in Middle Class schools Rs. 11-5-0. These figures show that there is not in Berar any want of liberality on the part of the State, but quite the reverse, as compared with the Central Provinces and Punjab, and though it would be unwise to lay too much stress on a comparison of this kind, considering the few schools in Berar, and the short time they have been in existence, still the fact must be kept prominently in view that we cannot go on for ever spending so much to produce so little.

5. The High school at Amraoti has taken a decided step forward, and matriculated six out of seven students sent up to the Bombay University. The school at Akola retrograded, or, as the Head Master would prefer to say, "had a bad year." His explanation of a bad year may be left to be gauged by the results of the next year. Four students went up to the matriculation examination, but not one passed. The average number on the rolls of these two schools was only 37, the fees aggregated Rs. 266. The boarding-houses and play-grounds attached to each school represent more than appears in the returns; but still the result seems scarcely conmensurate with the expenditure. Since 1872-73 three exhibitions of Rs. 20 each per mensem, tenable in the Bombay Colleges, have been awarded yearly; but apparently only four exhibitioners have taken the B. A. degree; a small result.

6. A glance at para. 29 of the Report will show that out of 169 boys enrolled in Middle Class schools 138 belong to the two schools which are located in the same buildings with the High schools. There were only 14 Middle Class pupils

* As the Director observes in a marginal note in the Educational Inspector's Report: "inefficiency has been allowed to grow old in the Department."

at Ellichpur, and 10 at Malkapur. The remaining Middle Class at Basim had only seven, with an average daily attendance of four.

7. Under the head of Special education, the Training College at Akola is the only institution that claims notice. Para. 55 shows that the average number on the roll was not more than 40 ; the number of sanctioned stipendiaries was increased late in the year to 75, and, as already mentioned, some further increase may be desirable. The number of students who passed out of the College and obtained employment was 12, all on the Marathi side. The Hindustani candidates did not do well. As elsewhere in Berar they are few and backward in comparison with Marathi students. The instructions issued by the Director and transcribed in para. 59 of the Report seem to be all that can be desired.

In the report of the Principal of the Training College it is noted that the want of a boarding-house for the Mahomedan students is greatly felt. If this be so the Resident will be glad to consider any proposal for the supply of this want which can reasonably be furthered by aid from the Government.

8. The account given in para. 40 of the 10 girls' schools supported by Government, which had an average daily attendance of over 21 to each school, gives little hope of any real progress. Two schools were closed, and the abolition of two or three more is expected.

9. The number of schools receiving fixed monthly grants from Government has risen from 6 to 12, as shown in para. 44, seven new aided schools having been started at villages in the Akola District. Out of the four Mission schools existing at the beginning of the year, the one at Khamgaon has been closed, and the remaining three have not made any progress. A girls' school at Akola receives a monthly grant of Rs. 12-8-0, and the grant to the Ellichpur European and Eurasian school at Ellichpur has been raised during the year from Rs. 15 to Rs. 50 per mensem. The Director, however, when he visited this school, was unable to see any improvement in it, and the remarks made on it in para. 46 of the Report are not very encouraging. Still the school is believed to represent a real want, and if the local community will take a continuous interest in it it may improve and merit a continuance of the increased grant.

10. The number of unaided or indigenous schools fluctuates yearly, and it is somewhat strange that year by year strict accuracy cannot be claimed for the return of them. This is a point which the Educational Department and District authorities should, in conjunction with one another, be able to settle without much difficulty. According to the figures on record these schools have increased from 115 to 184, and the pupils from 1,991 to 2,584. As usual, the officers of the Educational Department report of them very unfavourably. But, as remarked by the Director (para. 50), and pointed out by the Commissioner in his Memorandum (para. 4), many of these schools were not inspected, and Mr. Jones observes how imperfect the Director's information regarding them is. A special report should be submitted on this subject; and the Director should see that the Deputy Inspectors do not neglect the inspection of these schools. It is the wish of the Government, as has frequently been insisted on, that they should receive all possible encouragement and assistance from our Educational Department.

11. It is again to be regretted that though the number of Mahomedan pupils in Government schools has increased from 2,769 to 3,226, this class of pupils is still reported on as very backward. The poverty of the parents of pupils being the main cause of this, it is difficult to see how the Government can supply an additional stimulus to the cause of Mahomedan education. The suggestion referred to in para. 43, that certain posts in the Government service should be reserved for Mahomedans cannot be accepted for the reason stated by the Director.

12. Nearly 29 per cent. of the pupils in Government schools were Kunbis, and 15·45 per cent. Brahmans. The latter have decreased, and the former increased by nearly 2 per cent. The lower castes (Mahars and Mangs), it is observed, form nearly two per cent. of the attendance in Government Schools.

13. To the progress made in physical education para. 54 affords very satisfactory testimony. The Director and his assistants deserve much credit for their efforts in this department, on which, if the Resident were invited to make any remark from the opportunities for observation afforded him by his visits to Berar schools, it would be directed to caution the teachers of gymnastics against too rapid development of their most promising pupils, especially when these are very young. The risk of injury by strain may be slight among Indian boys, but it should be most carefully guarded against. The Resident is very averse to say anything on this subject which shall seem for a moment to discourage the excellent spirit which has been aroused, and from which most useful results may be anticipated, yet the statement (put forward with the approval of the Director) that the head master of the Amraoti High School has issued a circular to the effect that gymnastic exercises will form part of the annual examination, and "*that no boy shall be promoted to a higher standard unless he pass in this subject*," seems to indicate a too enthusiastic devotion to the gymnasium. The head master can hardly mean to lay down that a physical deficiency is to retard mental development. The Director will be requested to consider and report further on the precise conditions imposed by the order in question.

1 University scholarship, Rs. 20 per mensem.
6 High School vernacular scholarships, Rs. 10 each per mensem.
7 High and Middle Class school exhibitions of Rs. 5 and Rs. 6 each per mensem.
12 Anglo-Vernacular school exhibition of Rs. 4 each per mensem.

14. Exhibitions and scholarships absorbed Rs. 9,808 of the educational grant, and paras. 60 to 63 will show that there has been no want of liberality in the bestowal of them, as those noted in the margin could not be awarded on account of the failure of candidates to pass the prescribed examinations.

The head master of the Amraoti High School reports that the Hindustani exhibitions "lie vacant for want of donees, and if they are offered they are not taken up." The Resident is inclined to suggest a curtailment of the number of exhibitions offered.

The above remarks do not refer in any way to the scholarships in the Training College, which may be more fitly termed stipendiary allowances.

15. Section VIII. is instructive, so far as it goes, on the subject of employment of students in the public service. It it stated that only "13 students of Government schools found employment in Government offices, including the Railway Department but excluding the Educational Department. This number, the Director remarks, is small for the whole of the province, considering that the employments they obtain are of the lowest kind." Hitherto persons have been invited to present themselves for the public service examination for the purpose of obtaining certificates which should help them to obtain Government employ, and at the same time assist the Government in procuring qualified employés. But no order has been passed prohibiting the employment of persons who do not possess such certificates. The Commissioner now suggests "that either the examination for persons proposing to enter the public service should be done away with, or that passing should be made obligatory, or at all events that Deputy Commissioners should not be allowed to dispense with the production of educational certificates by persons applying for employment." The Resident's Book Circular No. XXIV. of 8th April last laid down a rule, the object of which was to restrict employment in Government offices to a certain extent to applicants domiciled in the province, and that circular, he believes, is generally in accord with the requirements of the public service. If the Commissioner's present suggestion be similarly in accord with those requirements, as it appears to be, it will be adopted. The Commissioner will be addressed on this subject separately.

16. Rs. 25,978 were spent on the construction, and Rs. 8,400 on the repair and improvement of school houses. There were 40 school houses under construction at the beginning of the year, and nine more were commenced during the year, but only nine were completed. In para. 73 the Director writes:—"The houses in the Amraoti District were constructed by the Local Fund Engineer, and did not satisfy me nor the people." The Commissioner will be requested to call for a

special report on these houses, together with a full explanation of the Deputy Commissioner's remark quoted in this para., which the Resident is not sure that he understands.

A special report will also be obtained regarding the Anglo-vernacular school house at Basim, in the construction of which there has been an unfortunate waste of money. Information should also be furnished with reference to the passage extracted in the margin from the Report submitted by the officiating Deputy Commissioner of Basim.

"The school buildings are many in a wretched state, but the reason is we did not give above half money that they would cost to build according to the plans given by the Patels. The consequence was that they were built for show as far as the money lasted."

17. The formation of school gardens (para. 79); the growing usefulness of school committees (80); the management of the boarding-houses at Amraoti and Akola; the Berar School paper; are topics which afford room for congratulation. The Printing Presses and Libraries referred to in paras. 86 and 87 indicate movement which will, it may be hoped, add to the sum total of intelligence and enlightenment.

18. The figures below compare the main items of expenditure on education in Berar for the past two years :—

	1878-79. Rs.	1879-80. Rs.
From General Revenues ...	... 2,18,740 ...	2,23,307
„ Educational Cess ...	... 70,749 ...	76,581
„ Town Fund	... 2,288 ...	2,179
„ Municipal Funds ...	... 1,170 ...	1,097
„ Private subscriptions ...	... 570 ...	6,552
„ School fees	... ...	1,503
Total	... 2,93,517 ...	3,11,219

The grant for education from general revenue for 1879-80 was Rs. 2,56,400, so that Rs. 33,100 of it were not expended. The receipts from the educational cess amounted to Rs. 99,390. For convenience in the levy of the cess it was fixed at three pies in the rupee on the actual collection of land revenue, instead of as before at one per cent. on the land revenue due. This, it is stated, has brought about an increase of receipts to the extent of 33 per cent., which was hardly anticipated, but which it is scarcely necessary to remark on here. The point calling for notice is that apparently a sum of Rs. 22,809 was carried to credit at the close of the year. The expenditure under Town Fund is very little below the amount allotted. The allotment from municipal funds is not stated. These funds are not in a position to do much for schools. The amount of private subscriptions contributed during the year, as detailed in para. 14 of the report, was Rs. 6,001, against Rs. 9,891 in the previous year. The school fees realized aggregated Rs. 20,655. During the year under report fees collected in Primary Schools were allowed to be spent locally on subsidiary charges instead of being brought into the public accounts, in which, for the future, only fees collected in High and Middle schools will appear. It does not seem at all clear why a sum of Rs 1,503 only should have been entered in the report as expenditure from school fees. In a statement purporting to represent total expenditure all that was spent from fees not brought into the public accounts cannot well be omitted without conveying a very misleading idea.

19. In judging of educational progress as contrasted with the money that has been spent in trying to advance it, it must be borne in mind that the returns of former years did not gauge results so clearly and succinctly as is possible by the present grading system introduced only last year; and hence, to a great extent, the disappointment caused by the revelation that High and Middle class education has made so little way, and that even the upper classes of Primary Schools are so thinly attended. It must also be remembered, as was observed last year, that

primary education comprises a six years' course of study from standard I. to standard VI. Also that in the most important Primary schools—the Anglo-vernacular—of which there are 22, it is incumbent on every pupil to have passed the 4th standard in the vernacular before he is allowed to learn English. This restriction, though useful and approved, naturally reduces the number of English-learning pupils, who number only 534 in all Government schools, while 23,810 are returned as learning the vernacular language. Many of course learn two or more languages. But in spite of many discouragements, the chief of which in the more backward districts is the general apathy of the people towards education, proceeding from an idea that it is of no use to the tiller of the soil, who, moreover, makes use of his son at a very tender age to assist him in the field; in spite of some defects which are about to be removed, the reports now submitted all show that the educational as well as the district officers are aiming at real progress, nominal increase of schools and pupils being viewed with disfavour and criticised at times with, perhaps, too much severity. These reports have been perused with attention and interest, and the Resident is glad to find in them generally the signs of a diligence on the part of Deputy Inspectors and care on the part of Deputy Commissioners which should bear fruit. But the school committee, the patel, or whoever exercises local influence, must be brought to take an interest in education before irregular attendance can be checked and primary schools succeed. To evoke such interest, efficient teachers are, of course, a necessity, and every endeavour must be made to supply them and get rid of incompetent men. The Educational Inspector speaks in his report of the large majority of vernacular schools in the Basim District being poorly attended "and managed by incompetent masters," and the same complaint is made more or less of the schools in Buldana and Wun. Still during the year under report many incompetent men have been got rid of.

A point to which prominence may usefully be given in these remarks is thus alluded to in the reports submitted by Mr. Knowlys and Mr. Nicholetts, Officiating Deputy Commissioners:—

"Balbodh is of no use to the Kunbi. We ought to teach Modi and arithmetic as at indigenous schools."

Mr. Nicholetts says:—

"I have been in numbers of schools, and found that Modi reading was neglected to such an extent, that even the highest class in the school could not read a petition which I had handed them."

The Resident has no wish to interfere with the teaching of Balbodh. But he feels sure that Mr. Narayen Dandekar would desire to popularize our schools and benefit the Kunbi by seeing that boys in them are taught to read and write the Modi character fluently.

20. Lastly, Sir R. Meade concurs in the discriminating praise awarded by the Director of Public Instruction in the concluding para. of his Report. The Educational Inspector, Mr. Shriram Bhikaji Jatar, B. A., the head master of the Amraoti High School, N. Vishnu Moreshwar Mahajani, and the Deputy Inspector of Akola, Mr. Bajaba Ramchandra, fully deserve the mention made of their efforts. The Resident would have been glad to see some mention also of the gentlemen, official and non-official, not directly connected with the Educational Department who have furthered the objects it has at heart.

To Mr. Narayen Dandekar himself the thanks of the Administration are again tendered for his excellent services in the important office he fills with marked ability and knowledge. It is also the Resident's pleasing duty to acknowledge the valuable assistance rendered by the Commissioner and Deputy Commissioners in this Department.

(By order,)

G. H. TREVOR,

Secretary for Berar.

HYDERABAD RESIDENCY,
27th November 1880.

Memo. on the Report of the Director of Public Instruction, Hyderabad Assigned Districts, for the year 1879-80.

In the opening para. of his Report the Director draws attention to the considerable increase in the number of boys attending school, which the statistics of the year reveal. He ascribes this result partly to the fall which has taken place in the price of food-grains, and partly to important administrative changes. It would, I think, be more correct to ascribe it to the cessation of the terrible sickness which prevailed in 1878-79. The difference in the range of prices in the two years has not been great, and the administrative changes referred to have not had time to produce much effect. To whatever cause it is due the result is very satisfactory.

2. I shall not attempt to summarize the administrative measures referred to in the preceding para. They were the outcome of long and troublesome correspondence, with the entire history of which the Resident is acquainted. It is enough to say that we were hampered and fettered by misconceptions which, while they caused very great trouble, seriously impeded progress. Even now we have not quite as much freedom of action in Berar as exists in the Central Provinces, and further administrative amplification may be possible.

3. (*Paras.* 8 *and* 9).—Under the system introduced by the Circular to which the Director refers, provision is made for obtaining *complete* lists of private schools, and fairly complete information regarding their condition at the end of each year. If any Tahsildars failed to submit their statements, Deputy Educational Inspectors should have brought this to the notice of Deputy Commissioners, and they could have been obtained. The Director should now address the Deputy Commissioners concerned. It would be possible, of course, to keep the Director informed from time to time of the opening of new schools, and the closing of old ones; but this would involve a disproportionate amount of trouble, and be of very little real use. If inspecting officers only look well after the schools in existence at the beginning of each new year, we need not trouble ourselves much about the early stage of schools which spring up during the course of the year.

4. At present, so far as I can judge, too little attention is given to the inspection of private schools. The following figures are taken from the table given at para. 22:—

	Schools.	Inspected.
Amraoti	41	13
Akola	63	16
Ellichpur	55	28
Buldana	41	28
Wun	6	6
Basim	30	19

It seems to me that all these schools should have been visited at least once, or at all events those which were in existence on 31st March 1879. Copies of the rules regarding grants-in-aid (both fixed and by results) should have been sent to every school (I have met with private schoolmasters who had never heard of them), and an offer of inspection made. Para. 8 of the Report shows how imperfect the Director's information regarding private schools is.

In future the Director might test inspection work by the number of schools in existence at the *beginning*, not the end of the year.

5. (*Para.* 11).—I see no reason to suppose that the scale of pay provided under the new classification of schools is insufficient. The Director has made out a strong case, and is certainly the best judge on the point.

6. (*Para.* 12).—I do not concur in the remark that "it is not advisable to introduce it (a higher rate of fees for the second standard) in one district which is richest in educational sources." The cess income is, and should be, spent in the district in which it is raised, but sums granted from provincial revenues may be very properly allotted according to the wants of districts, and it should, I think, be the Director's object to develope the income from fees in the more advanced districts, and *pari passu* to set aside larger proportions of the provincial grant for the less advanced districts. If the Akola schools can bear the increased fee, it should certainly be levied.

7. And I am still inclined to advocate the extension of the re-admission fee system. The Deputy Commissioner, Amraoti, states that in his district out of 5,102 boys only 2,000 kept their names continuously on the rolls of their schools. The lamentably meagre results of all the effort and money we devote to education almost require that something shall be done to secure regular attendance. It would not be necessary to introduce the rule all over the province or even all over a district. It might be applied to the most popular schools of the most advanced districts first.

8. (*Para.* 13.)—The income obtained by taking the cess at the rate of one pice per rupee, instead of at the rate of one per cent., is much larger than I had anticipated. The matter will be referred to in the Revenue Report. The Director will now be able to reduce largely his demands on provincial revenues, which, it has been arranged, are to fall as cess income increases.

9. (*Para.* 27).—The efficiency of the teaching of the Amraoti High School, as tested by results of the matriculation examination, is as remarkable as that of the Akola school is the reverse. It was the same last year. The head master of the Akola school is by no means successful in his attempt to account for the ill success of his school. The state of the Akola school should receive the Director's particular attention.

10. (*Para.* 31).—Although it is satisfactory to find that the number of schools and scholars has increased, the educational results, for the attainment of which Rs. 1,67,936 are paid, are still miserably small. The number who passed the Upper* Primary examination slightly fell off, and the number who passed the Lower increased very slightly. The Director in this, as in previous Reports, takes credit for improvement in the quality of the teaching imparted at schools during the last few years. But the facts revealed by the table in para. 31 afford but little ground for satisfaction, and lead me to ask again whether, even if it did weed our schools of a number of irregular and careless attendants, a re-admission fee ought not to be imposed, and whether—a matter which I shall come to further on—enough, or nearly enough is done to provide the number of masters which existing schools require. That the Director has endeavoured to improve the quality of the teaching imparted in the schools under his charge, I am well aware; but when I see that the percentage of scholars who passed the Lower Primary test, to total number on the rolls at the beginning of the year, was only 5·4, against 13·0 in the Central Provinces, I am unable to admit that he has been successful, or even that any great improvement has taken place. The penultimate column of General Form IV. supplies the test by which the success of the Educational Department must be tried, and I am sorry to find that in almost every case we are far below the Central Provinces.

Vide General Form No. IV.

11. I concur with the remark made by the Director in para. 36. It is as impossible always to promote school masters in certain schools, as to promote civil officers in certain districts. The Deputy Commissioner, Amraoti, I may also remark, forgets that in the case of primary schools the remedy for the evil he complains of is very much in his own hands.

12. (*Para.* 37).—I regret to find that nothing has been done to decide the question whether rewards by results shall be given to successful school masters. The point was much insisted on in the remarks which I submitted last year.

13. (*Para.* 38).—This para. is scarcely intelligible, perhaps "strongly" in the 6th line from the bottom of the page is a mistake for "strangely." In any case, the picture drawn of the state of the Mahomedan schools is far from satisfactory, and I propose to depute Mr. Mahomed Razza Khan, the lately joined Attaché, who was Inspector of Mahomedan schools in the Madras Presidency, to visit and report on these schools in Berar.

14. (*Para.* 40).—That female education is not generally making way is undoubtedly true;* but the remarks of the Inspector of Mahomedan schools on the subject are neither novel nor well considered, and I scarcely know why the Director has thought it necessary to reproduce them. It is curious to find that the very next para. supplies what seems to be a refutation of the Inspector's remarks; if 28·74 per cent. of the children attending female schools are Mahomedans, it is quite clear that whatever value the population at large place on female education, Mahomedans value it far more than any other class.

* A reference to para. 47 will show that the Akola school at all events exites public interest.

15. Adverting to para. 43, it may be mentioned that arrangements are in progress for forming classes for the study of Marathi in the principal Mahomedan schools. It is believed that Mahomedans are beginning to be aware that a knowledge of the language of Berar is an indispensable qualification for those who would enter the public service, and that they will welcome an opportunity of acquiring Marathi in their own schools.

16. (*Paras.* 46 *and* 52).—The Resident had an opportunity of seeing both the Amraoti and the Ellichpur schools during his visit to Berar. The latter is supported entirely by the Government grant and school fees. The account which the Director gives of the school confirms my opinion that grants should always supplement, and not altogether take the place of, private subscriptions. The Amraoti school was closed a few months ago. The attendance was very small, and while there was no prospect of increasing it, I hesitated to apply for a large grant-in-aid, although under the rules a considerable grant might have been asked for.

17. (*Para* 48).—It was recognized when the schools here referred to were opened that their stability was doubtful. Still the experiment seemed worth making, the amount at stake was insignificant, and, as will be seen, the schools have not all failed. In the case of future applications the promises held out by the promoters will be more rigorously tested.

18 (*Para.* 55).—It is satisfactory to record that the number of scholarships has been increased; but, as was stated in para. 23 of my review of the Report of 1878-79, what has been done falls "something short of the necessities of the case." It was there suggested that *special and temporary* measures should be taken to supply the present lamentable want of teachers. The Director does not appear to have considered the proposal, and there is nothing to show that he has measured the out-turn of the training school against the requirements of the province. I regret that this all-important matter has not been more adequately dealt with. If funds were wanting the case would be different, but money is abundant.

19. (*Para.* 65).—I would suggest that either the examination for persons proposing to enter the public service should be done away with, or that passing should be made obligatory, or at all events that Deputy Commissioners should not be allowed to dispense with the production of educational certificates by persons applying for employment. If, for instance, the power of dispensing with a certificate were reserved to me or to the Resident, the examinations would not be quite as useless, and as little esteemed as they are now.

20. (*Para.* 70).—The experiment of erecting school-houses on the native dhaba plan is one that imposes much trouble and responsibility on Deputy Commissioners and Tahsildars. Great care should be taken that none but thoroughly seasoned timber is used, and that what timber is used is strong enough for the

strain it has to bear. The attention of the Deputy Commissioners, Ellichpur and Amraoti, will be drawn to the defects which are said to exist in the buildings erected in their districts. I am not surprised to learn that Deo Rao, the Tahsildar of Akot, has constructed the numerous school-houses which he had to build well and economically. He is an excellent Tahsildar, and his office and his outdoor work are equally well done. The Director has not stated what remains to be done in each district. This information should be annually furnished.

21. I am glad to find that there is a concensus of opinion to the effect that school committees are doing more and more useful work. This is, I believe, in part due to the rules which were drawn up for their guidance last year, and to the certainty that, since the issue of the circular, which the Director refers, exertions in the advancement of education, whether deemed deserving of special acknowledgment or not, will not be overlooked.

22. The Deputy Commissioner, Wun, appears to regard the question. How far public officers should go in encouraging the liberality of private persons, from a point of view which, though suggested by excellent motives, is in reality narrow and erroneous. The question was adverted to last year in para. 6 of my review. The cause of education is perceptibly retarded when a district officer assumes a mistaken attitude on a point of this kind.

23. The Director's Report would have been more valuable if he had illustrated the figures which he presents by references to the figures of other provinces, and I would suggest to him that provincial appendices might be usefully added to those which the Government of India prescribes. For instance, a statement showing school accommodation, the state of school buildings, and the amounts spent on them, would, I think, be useful.

24. But what is chiefly wanting in this Report is evidence that any commensurate result follows the vast sums which are spent year by year on education. As far as regards the number of schools, we have been, as the Director himself* says, at a "dead stand" for the last five years; the number of scholars has but slightly increased. If, then, we fail in teaching effectively, we fail altogether; and as for several years the Director has claimed that the teaching in his schools has been improving, it is impossible to avoid expressing disappointment, when the results of all this labour and expenditure are considered. Last year I abstained from saying so much, because Educational Officers had worked under great disadvantages; but this year there is no such excuse, and the fact that the educational results of the year have been lamentably inadequate has to be faced.

* Para 14. The number of boys on the roll in 1875 was less than in 1879 by only 2,349.

It scarcely devolves on me to say what should be done to secure better results for the future, but my views have been not indistinctly indicated in this and preceding reviews. I would gradually impose a re-admission fee in all schools, provide rewards for deserving masters, and, whatever it might cost, or whatever other objects might have to be sacrificed, I would for four or five years, that is, until Berar schools shall have been fairly supplied with masters, double or treble the number of men in the training school. I said all this last year. I trust that now, enforced as they are by the figures of Form IV., my remarks will bear fruit. The Director is, I am aware, as anxious as I am that children should be not merely collected in our schools but taught; but he scarcely seems to have perceived that if he would secure the end, he must adopt the means. At all events, it is impossible for me to congratulate him on the results attained by his Department, until they are something very different from those now presented.

25. Deputy Commissioners in forwarding the reports of their Deputy Educational Inspectors have all written at some length. I observe that two Deputy Commissioners concur in complaining that Balbud is allowed to preponderate over Modi in schools, and in holding that we administer too much grammar, geography, and history to agriculturists.

26. In his 89th para. the Director explains why it is that his Report is necessarily somewhat long, and that it "assumes here and there a controversial

tone." The Director does well, I think, to touch on all important questions regarding which difference of opinion has arisen, but in doing this he should be careful to avoid all asperity of expression.

27. I concur in commendations which the Director bestows on his subordinates, and with regard to Mr. Dandekar himself, I would say that, while unable to regard the results of the year with anything like complete satisfaction, I desire to acknowledge fully the care and honesty of purpose with which in this, as in previous years, his duties have been conducted.

W. B. JONES,

Commissioner,

Hyderabad Assigned Districts.

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No. 590 of 1880-81.

From

The DIRECTOR of PUBLIC INSTRUCTION,

Hyderabad Assigned Districts,

To

The COMMISSIONER,

Hyderabad Assigned Districts.

Dated Akola, 3rd *June* 1880.

Sir,

I have the honour to submit the Annual Report on Public Instruction in the Hyderabad Assigned Districts for the year ending on 31st March last.

I.—Introduction.

General character of the year.

2. The year has been, on the whole, favourable to the progress of education. The injury done to the first crops by excessive rains and severe cold in several parts of the province, the great rise in the prices of grain at the end of the monsoon, and the consequent distress among the poorer classes, did not indicate a hopeful future. The Deputy Inspector of Wun, in one of his inspection reports, observed that "the severe frost which was experienced a month ago has totally damaged the kharif crops in the district, and as jowari is now selling very dear, it has affected attendance in almost all schools. But those in the Wun Taluka appear to be very much affected, and the school population in many village schools is reduced by half." About the same time the Deputy Inspector for Basim wrote that "during the month (December) so many as 227 admissions were made; but an equally large number left the schools. Most of the withdrawals have been on account of fees, and are the certain exponents of general distress prevailing in the district." The southern districts, which suffered most during the previous year of sickness, famine, and distress, have not recovered from the shock, and the schools in them have not improved in the least. The abundance of later crops, and the slackened demand from outside for the produce of the province, have greatly lowered the prices and restored the people to easiness of mind, so essentially necessary for the progress of education. The schools commenced to gather strength about the end of the third quarter, and happily the onward progress was not much impeded by the minor evil, the marriage festivities, which had a short duration this year, and which passed off long before March, the statistics of which much affect the figures of the Annual Report.

Administrative measures.

3. It is not, however, simply to restoration of plenty and ease of mind that we owe the great advance over the preceding year. It is mainly due to administrative measures, the operation of which has, and will have, a very powerful influence on the proceedings of this Department. The first of these measures is the removal of vernacular schools from the list of graded schools, in which they were erroneously entered in 1871 on the authority of the Government of India's Resolution No. 739, dated 31st December 1868, which ruled that all Government schools of

higher classes should be graded, and the establishment of each grade debitable to the provincial revenues should be fixed. The wants of each primary school had been, in the first instance, very imperfectly and vaguely estimated, and the funds for its maintenance were unnecessarily divided and scrupulously kept distinct, and consequently the application of the rigid system of grading and an unalterable scale of establishment made it almost impracticable to give it any life and vigour. The system effectually stopped extension of primary education, the chief want of the province, and crippled all efforts to promote its efficiency. I wrote strongly against it, or against its restrictions, soon after my first tour in 1876, and the voluminous correspondence on the subject since that time has now happily terminated in the Resident's sanctioning not only a removal of the restrictions, but also of the distinction hitherto observed in vernacular schools of the primary class, paid separately from provincial and cess revenues. The establishments of schools have been revised according to their present importance and requirements, and their future wants will now be more easily and speedily supplied from the combined funds available for the purpose. There will be no such thing as a Government vernacular school and a cess vernacular school, and the Government grant and the cess money will be equally available for all of them. The High and Anglo-vernacular schools, which give advanced instruction, still retain the immutability of their grades; but their establishments also have been revised, and though they are debarred from receiving any grant from the cess fund, their fees are now wholly available for all additional charges.

4. The first result of the freedom of action given to the Department is the employment of 138 additional teachers in the vernacular and Anglo-vernacular schools since the first of January last, the date on which the revised scale was introduced. The want was felt for many years, and was complained of by every officer who knew anything about the working of the schools. This large addition to the staff has wonderfully increased the attendance, and as the nominees were mostly young men educated in our own schools, and natives of the villages themselves, an impression has gained ground that the Department now works more for the people than it did before, and it forebodes very encouraging results in future. Great interest is now excited among the people; the schools are inconveniently crowded; in some the attendance has more than doubled, and the number of assistants given has become insufficient. A wide way has been opened for the schools to rise, and for some time to come it will be necessary to make large additions to the teaching staff every six months.

Number of schools and scholars on 31st March.

5. When the question of grading was settled towards the close of the present year, all the schools which had remained closed in the previous year were re-opened with some additions. The total number of Government and private schools in the province on the 31st March last, with the number of pupils attending them, is given in the following comparative table:—

Year.	No. of schools on 31st March.	No. of scholars on 31st March.
1878-79	641	25,131
1879-80	712	28,407
Increase ...	71	3,276

As compared with the preceding year, there is an increase of 71 schools, which more than makes up the loss of 60 sustained in that year; and it may be observed that, with an increase of 11 schools, we have an increase of 1,230 scholars over the number for 1877-78, which was a year of progress, and with an increase of 71 schools we have an increase of 3,276 scholars over the number for 1878-79, which was one of retrogression. The average number of scholars to each school is about 40.

Government and private schools and their scholars.

6. The subjoined table shows Government and private schools separately with their pupils :—

Year.	Government.		Private.				Total.	
			Aided.		Unaided.			
	Schools.	Scholars.	Schools.	Scholars.	Schools	Scholars.	Schools.	Scholars.
1878-79 ...	461	21,587	65	1,553	115	1,991	641	25,131
1879-80 ...	479	24,433	49	1,390	184	2,584	712	28,407

The increase of 71 is very unequally divided between Government and private schools, the former having 18 and the latter 53.

Government schools.

7. The real increase in Government schools is only 8, the remaining 10 being the result of conversion into independent schools of as many Urdu classes which were formerly attached to Marathi schools. With this small increase in their number, they show a very great increase of 2,846 in their attendance.

Aided schools.

8. A smaller number of indigenous schools received grants by results during this year than during the previous year. It appears that out of the 59 schools, aided on this system in 1878-79, only 26 received aid this year. Some of the remaining had retrograded and were not found entitled to any grant, and some do not appear in the list of inspected schools, and it is not stated why. Eighteen new schools received grants instead.

Unaided schools.

9. The increase in the unaided schools may partly be owing to many of the last year's schools having received no aid, and partly to some more schools, having been opened or returned by Tahsildars and school masters. The Basim Deputy Inspector reports that the Tahsildars have returned eleven schools which he did not know, and the Amraoti Deputy Inspector shows an increase of 15, and adds that the " information about these schools being compiled by Government masters, has been more reliable than it has ever been before. It is not improbable that some schools situated far away from the Government schools have not been returned, but I understand that their number must be small." The returns formerly received for these schools, every two and six months, have been discontinued under your Circular No. 189, dated 9th October last, and only one annual return is now called for; but it must be stated that several of the Tahsildars did not send it, and the information gathered from those sent by masters cannot be complete.

Classifications of schools.

10. The following table shows the classes of schools;—

Class of schools.			No. of schools.		No. of scholars.	
			1878-79.	1879-80.	1878-79.	1879-80.
High ...	Government ...	...	2	2	35	44
Middle ...	Do. ...	...	5	5	169	169
Primary ...	Do. ... Boys ...	...	441	461	20,953	23,833
	Do. ... Girls ...	...	12	10	390	334
	Aided ... Boys ...	...	64	48	1,524	1,356
	Aided ... Girls .	...	1	1	29	34
	Unaided ... Boys ...	...	114	184	1,984	2,584
	Unaided ... Girls ...	...	1	...	7	...
Special schools...	... ...	...	1	1	40	53
	Total ...		641	712	25,131	28,407

The number of schools for higher, middle, and special education remains the same, while that for primary education has increased.

Distribution of schools according to districts.

11. All the schools in the province are distributed as follows :—

District.	Average square miles.	Estimate of population.	No. of schools and scholars on 31st March 1880. Government. High schools. Schools.	High schools. Scholars.	Middle schools. Schools.	Middle schools. Scholars.	Primary schools for boys. Schools.	Primary schools for boys. Scholars.	Primary schools for girls. Schools.	Primary schools for girls. Scholars.	Normal schools for masters. Schools.	Normal schools for masters. Scholars.	Private. Aided schools. Schools.	Aided schools. Scholars.	Unaided schools. Schools.	Unaided schools. Scholars.	Total. Government. Schools	Government. Scholars.	Private. Schools.	Private. Scholars	Average No. of square miles to each school.	Percentage of scholars to population.
Akola	2,660	480,657	1	21	1	59	107	6,945	2	48	1	53	13	432	50	809	112	7,126	63	1,241	15·2	1·7
Buldana .	2,804	366,309	...	...	1	10	78	3,907	4	160	...	..	18	401	23	262	83	4,077	41	663	22·6	1·2
Basim .	2,958	276,573	...	...	1	7	58	2,254	1	32	..	...	7	200	23	247	60	2,293	30	447	32·8	·9
Amraoti ...	2,759	501,331	1	23	1	79	98	5,079	1	38	..	...	2	101	40	613	101	5,219	42	714	19·3	1·1
Wun ...	3,907	323,762	...	...	...	...	50	1,881	.	...	...	...	1	18	1	25	50	1,881	2	43	75·1	·5
Ellichpur ...	2,623	279,022	...	...	1	14	70	3,767	2	56	...		8	238	47	628	73	3,837	55	866	20·5	1·6
Total	*17,711	*2,227,654	2	44	5	169	461	23,833	10	334	1	53	49	1,390	184	2,584	479	24,433	233	3,974	24·8	1·2

* Area and population as given in Book Circular No. LII., dated 19th March 1878.

The average number of square miles to each school has decreased from 27·7 to 24·8, and the percentage of scholars to population increased from 1·1 to 1·2. The Government schools show a decrease of 1·6 under the first, and an increase of ·1 under the second head. In my tours I have seen many villages with 300 houses and more which have no schools, and which are likely to maintain them when given; but, on the whole, we may say that our schools have now nearly attained their maximum density, and for some years to come the increase in their number will be but small. Two of the districts, Wun and Basim, appear to feel the difficulty of maintaining their present number, small as it is in proportion to their areas. Major Szczepanski, who compares his district to Melghat, states that the demand for education in it is very limited, and adds: "during my tour I visited several schools, which it was a mere waste of money to continue to maintain. In one, for instance, the attendance was three, and in another the average attendance was five." Mr. Knowlys writes :—"The schools in this district are not generally in a satisfactory condition," and the true cause of this is "to be found in the apathy, if not antipathy, with which the agricultural classes regard education." Time there was when the Deputy Commissioners demanded schools; and the Wun Deputy Commissioner complained that little attention was paid to his requirements, and obtained a promise that they would be first attended to. The present state of his and the Basim schools may be the consequence of those requirements having been over satisfied. However, the failing and superfluous schools of the south will be advantageously accommodated by the north. The Deputy Commissioner of Amraoti states that "the policy (of the Department) seems to be to increase the number of schools, and to finance for this by giving masters very much the same pay as a Government chaprasee" Mr. Nicholetts should have known the working of the Department better from his personal experience in the management of schools. There is a demand for schools, and in the Amraoti District there is room for them; but from the first I have maintained that we want more of consolidation than of extension, and how this policy has been adhered to will be seen from the fact that on the 31st March 1875, a few months before I took charge, the number of all Government schools in the province was 456, and now it is 472, exclusive of divisional classes. Here is an increase of 16 schools in five years. Others who would take increase in schools as the measure of the working of the Department will pronounce it a dead stand. I believe the remark of Mr. Nicholetts, with regard to the pay of masters, is in connection with the scale recently introduced, which rises from Rs. 12 to 35 in the case of vernacular, and from Rs. 50 to 125 in the case of Anglo-vernacular masters. Major Szczepanski

supports Mr. Nicholetts, when he says: "The tendency of the new grading scheme is to lower the pay of masters, which, in my opinion, is distinctly a mistake. Considering the state of education in this district, how it has to be forced, and how much depends on having good masters, we ought to have held out inducements to masters in the shape of good pay and fair prospects." The salary of masters of the lowest class of schools is Rs. 12 per mensem. This may or may not be about the pay of a chaprasee, but it is larger than what is given in *any other part of India* to persons of the same class. The profession of teachers is the worst remunerated everywhere; even in England "they are not overpaid, and nearly all have some outside interest" to enable them to get on. There may be reasons for this, and one of them will perhaps be found in the answer which I received from the highest authority in India to my recommendation for raising the salary of masters of the lowest class in one of the presidencies to the scale now obtaining in Berar, that it was impossible to do so in a system of national education. It may also be affirmed that in countries where education has made some progress, the value of mental labour of ordinary kind is generally on a par with that of bodily labour. Even in Berar one can get ordinary clerks on smaller salaries than common artisans or even domestic servants; and there are many chaprasees who do clerks' work, and are better qualified for it than for their own. The Deputy Commissioner of Wun observes: "It seems so strange that there should be so many applications from educated and qualified persons when a vacancy occurs in the district, and yet that appointments in the Educational Department are going a-begging, the pay of most of the civil appointments being very poor and the prospects bad." The first portion of the remark is true; and many persons drawing good salaries in the educational and other departments, not only in Berar, but in other provinces also, have been or will be tempted to accept offices in the civil department even on smaller salaries. Instead of going to explain the reason of this, I may simply state that the above extracts conclusively prove that the educational posts are not such as to be looked down by humbler aspirants, and to those who wish to cast their lot in the department they may be everything. The remark that they are going a-begging is certainly not true. I have hundreds of applications for them as Major Szczepanski has for those under him; but I do not wish to give them for mere applications as was done some years ago; and Major Szczepanski must be aware that the few new men he has lately received on smaller salaries are superior to his old men on larger salaries. In 1872, before Mr. Candy reduced the scale of salaries of masters of the last class, there were in the Wun District 32 schools attended by 1,258 pupils. The masters of the smallest schools then drew Rs. 20 per mensem each. There are now 50 schools and 1,881 pupils, showing that the opening of 18 schools in *smaller villages* has not changed the ratio which existed between the schools and scholars at the time of the highest scale of establishments, and indicates an improvement which will be better seen in the nature of the instruction given than in attendance.

Fees.

12. The school fee collections show an increase of Rs. 1,830-6-3, being Rs. 20,655-8-6, against Rs. 18,825-2-3 of the preceding year. Had the increase in schools and attendance taken place in the beginning of the year, instead of at the end, the amount would have been much larger. Almost the whole of it is collected in Primary schools, and the High and the Middle school classes contributing a little more than Rs. 1,000. The rates for vernacular education are one anna for standards I. and II., and two annas for all the higher standards. The Deputy Inspector of Akola thinks that we might now raise the rate for the 2nd standard to two annas, and recover about Rs. 1,000 more in his district alone. We cannot adopt the measure for the whole province, nor is it advisable to introduce it in one district which is the richest in educational resources. In the beginning of the year, I asked Colonel Menzies whether he wished to give effect to his suggestion of charging re-admission fee in the Primary schools of his district with the view of lessening the number of withdrawals, informing him, at the same time, that a re-admission fee of eight annas had been ordered to be levied from boys of all the Anglo-vernacular classes, and in reply he stated that he would wait to see the results of the experiment before extending the system to all the schools. The re-admission fee recovered in Anglo-vernacular schools during the last six months

of the year is Rs. 20-8-0. On the 30th of September 1879 there were 508 boys learning English in those schools, and supposing the withdrawals and re-admissions were confined to them alone, it appears that out of those who left 41 re-entered.

Cess Fund.

13. Under the provisions of your Book Circular No. XXXVIII. of 1879, which, I understand, makes the educational cess a fixed part of the total cess on the land revenue, instead of a distinct item of the local funds, our income from this source has increased by nearly Rs. 25,000, as will be seen from the following statement :—

District.	1878-79.			1879-80.			Increase.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Akola	20,294	4	0	28,238	3	5	7,943	15	5
Buldana	10,044	15	0	15,309	14	6	5,264	15	6
Basim	7,690	3	0	9,260	4	3	1,570	1	3
Amraoti	19,064	8	0	24,163	14	3	5,099	6	3
Wun	6,558	11	0	7,789	1	6	1,230	6	6
Ellichpur	11,099	7	3	14,629	5	1	3,529	13	10
Total ...	74,752	0	3	99,390	11	0	24,638	10	9

The Educational Department is now to get three pies in the rupee instead of two; but as the cess is to be calculated on the actual collection of land revenue, and as the levy of full one anna on fractional parts of Rs. 6-4-0 is to be discontinued, the total income has risen by about 33, and not by 50 per cent. The addition will probably go to relieve an equal portion of the provincial grant for vernacular schools, under the conditions sanctioned in para. 6 of the Secretary for Berar's letter No. 2414, dated 4th November 1879. If the rate of the cess had been four pies on the rupee, or two per cent., as in the Central Provinces, it would have been possible to reduce the provincial grant for vernacular schools from Rs. 77,000, now fixed, to Rs. 25,000 or 30,000, and to make those schools cess schools in name and in deed. The present accession, however, is a material one.

Popular contributions.

14. The subjoined statement shows the amount of popular contributions to schools :—

Districts.	School-houses.			Repairs to school-houses.			Pay of assistant masters.			School furniture.			Gymnastic apparatus.			Prize books and slates to pupils.			Fees.			Miscellaneous.			Total.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p	Rs.	a	p	Rs.	a.	p	Rs.	a.	p.	Rs.	a.	p.
Akola	605	0	0	301	12	0	440	12	0	504	8	0	228	12	0	168	5	6	90	4	0	181	7	0	2,520	12	6
Buldana	.						108	0	0	175	10	0	44	0	0	91	8	0	150	0	0	17	10	0	586	12	0
Basim				12	0	0		.		177	14	6	105	0	0	34	15	6	56	8	0	17	12	0	404	2	0
Amraoti	700	0	0	4	0	0	90	0	0	253	4	0	68	4	0	61	7	0	192	5	0	41	14	0	1,411	2	0
Wun				..			60	0	0	48	0	0	108	4	3	21	10	0	70	1	0	51	15	9	359	15	0
Ellichpur	100	0	0	10	0	0		.		355	11	0	130	0	0	64	13	0	26	0	0	32	0	0	718	8	0
Total	1,405	0	0	327	12	0	698	12	0	1,514	15	6	684	4	3	442	11	0	585	2	0	342	10	9	6,001	3	6

The receipts shown under School-houses are much smaller than in the preceding year, and there is reason for this. I have excluded from them large sums which have not been paid into the treasury, but which are lying with the people themselves. I found some of the money raised last year was paid into the treasury this year, and it took some time and labour to find out the amount of this year's contributions. Hereafter only the treasury payments for school-houses will be shown in the reports. During the year no demand was made on the people for assistance, as, with the large number of works in hand, we could not undertake to do more. The Deputy Commissioner of Akola instructed his Deputy Educational Inspector not to use his persuasive powers for additional contributions until those already received had been expended. Under all the other heads

the contributions have increased. Rupees 700 for assistant masters, in schools where the necessity for them was urgent, is a large sum, so also the amounts for school furniture and gymnastic apparatus. It will be very gratifying to observe that such a large sum as Rs. 585 was contributed for paying the fees of poorer boys, and an equally large one for providing them with books and slates. Major FitzGerald writes: " the manner in which the people of this district (Akola) have come forward to contribute a portion of the expenses incident on education is to me simply astounding," and, " as I write, a deshmukh has come forward with a thousand rupees, which he is willing to give under certain conditions" for a building for the Akola girls' school. One Krishnaji *wald* Kallianji, Deshmukh, Patel of Takarkhed, in the Amraoti District, singly gave Rs. 200 for a new school-house, and several persons have constructed wells in school compounds for the use of boys and gardens.

Expenditure of the Department.

15. The expenditure of the Department from different funds is shown below:—

Heads.	Expenditure.																							
	General Revenues			Local Funds									Subscriptions.			Fees.			Total.		
				Educational Cess.			Town Fund.			Municipal Fund.											
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p	Rs.	a.	p.	Rs.	a.	p
Direction .	20,433	4	8	...			...			...			...			...			20,433	4	8
Inspection .	27,765	6	7	518	4	1	...			...			...			...			28,283	10	8
High schools ...	11,371	8	3	...			...			...			...			...			11,371	8	3
Middle schools ..	10,068	4	4	...						..			...			0	14	10	10,069	3	2
Primary schools	1,19,008	11	4	47,443	7	6	216	0	0	598	2	8	...			1,166	9	5	1,68,432	14	11
Female schools...	1,812	12	0	...			1,317	12	0	498	15	0	...			...			3,629	7	0
Aided schools	1,552	5	4	1,383	14	0	120	0	0	..			..			...			3,056	3	4
Training schools.	3,306	5	4	498	6	3	...			...			...			...			3,804	11	7
Scholarships ...	7,797	1	10	2,010	10	2	...			...			...			...			9,807	12	0
Book and prize allowance .	2,600	3	9	...			...			...			...			106	14	0	2,707	1	9
Book depot ..	9,130	13	5	...			..			...			...			...			9,130	13	5
School-houses	5,768	8	9	13,538	9	9	169	0	0	...			6,502	1	2	...			25,978	3	8
Repairs ..	1,471	7	11	6,604	13	0	343	6	2	...			...			...			8,419	11	1
School furniture..	1,001	8	9	3,832	3	4	...			...			50	0	0	228	13	0	5,112	9	1
Miscellaneous .	218	12	7	750	8	6	13	2	7	...			...			...			982	7	8
Total .	2,23,307	2	10	76,580	12	7	2,179	4	9	1,097	1	8	6,552	1	2	1,503	3	3	3,11,219	10	3
1878-79 ...	2,18,740	2	0	70,748	13	10	2,288	6	5	1,170	4	0	570	0	0	...			2,93,517	10	3
Difference ..	+4,567	0	10	+5,831	14	9	—109	1	8	—73	2	4	+5,982	1	2	+1,503	6	3	+17,702	0	0

There is a net increase of Rs. 17,702, which occurs under General Revenues, Educational Cess, Subscriptions, and Fees. Under the first head it appears against Direction, Scholarships and School-houses; under the second, mostly against School-houses, Repairs, and Furniture; under the third, against School-houses; and under the 4th, the charge is entirely new. Formerly, the fees of all the schools, except those entirely supported from the cess fund, were credited to Government; but under the sanction of the Government of India's letter No. 274, dated 9th November 1878, it has been decided to apply them locally for the payment of such subsidiary charges as contingencies, library books, prize books, and petty repairs to school furniture in all the schools, and extra assistant masters and furniture in the High and Anglo-vernacular schools. The greater portion of the expenditure from this source belongs to the last two months, the annual disbursements being estimated at about Rs. 17,482.

Comparative statement of expenditure.

16. The increase or decrease under each head from all the funds will be seen from the following comparative statement:—

Statement,

Heads.	1878-79. Amount.			Per-cent-age.	1879-80. Amount.			Per-cent age.	Increase.			Decrease.		
	Rs.	a.	p.		Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
Direction ...	18,476	1	0	6·3	20,433	4	8	6·6	1,957	3	8	..		
Inspection ...	28,679	12	7	9·8	28,283	10	8	9·1	...			396	1	11
High schools ...	12,611	3	2	4·3	11,371	8	3	3·7	...			1,239	10	11
Middle Class schools	10,050	8	1	3·4	10,069	3	2	3·2	18	11	1	..		
Primary schools ...	1,71,588	10	10	58·5	1,68,432	14	11	54·1	...			3,155	11	11
Training schools ...	3,848	6	10	1·3	3,804	11	7	1·2	...			43	11	3
Female schools ...	4,210	5	7	1·4	3,629	7	0	1·2	...			580	14	7
Aided schools ...	2,290	15	0	·8	3,056	3	4	1	765	4	4	...		
Scholarships ...	8,074	13	11	2·8	9,807	12	0	3·1	1,732	14	1	...		
Book and prize allowance ...	2,401	11	4	·8	2,707	1	9	·9	305	6	5	...		
Government Book Deôpt ...	11,717	3	0	3 9	9,130	13	5	2·9	...			2,586	5	7
Construction of School-houses ...	8,512	8	1	2·9	25,978	3	8	8·3	17,465	11	7	...		
Repairs to school-houses ...	7,192	4	6	2·5	8,419	11	1	2·7	1,227	6	7	...		
School furniture ...	2,577	10	3	·9	5,112	9	1	1·7	2,534	14	10	...		
Miscellaneous ...	1,285	8	1	·4	982	7	8	·3	...			303	0	5
Total ...	2,93,517	10	3	...	3,11,219	10	3	...	26,007	8	7	8,305	8	7

The increase under Direction is owing to the whole salary and acting allowance of Mr. Aitken, who acted for the Director for two months and a half, having been debited to that head, and the decrease under High schools is to be referred to the same cause. The decrease under Primary schools is to be attributed to many schools having remained closed during the first nine or ten months of the year. The decrease under Female education is owing to the abolition of two of the girls' schools in the Wun District in the beginning of the year. The grant to the European and Eurasian school at Ellichpur was raised from Rs. 15 to Rs. 50 per mensem, and fixed monthly grants were given to seven village schools, which cause the increase under Aided schools. During the year a larger number of exhibitions was held in the Anglo-Vernacular schools and for a longer period than in the previous year. The expenditure under Book and Prize allowance has increased, because all the Primary, and one of the High schools, were supplied with class and library books. The decrease under Book Depôt is owing to smaller amounts having been spent for printing and purchase of books. The very large increase under School-houses is explained by the fact that there were 50 original works, new buildings and additions to old ones, carried on during the year. A large sum was spent on repairs to buildings and also for matting them. Taking the estimated expenditure to be about Rs. 3,60,000 from all funds, the actual expenditure is less by about Rs. 49,000.

II.—Controlling Agency.

Controlling agency.

17. The controlling agency and the divided supervision over the Primary schools have been described in the previous year's Report.

Inspection.

18. It was thought that "the inspection of the village schools will cause only occasional tours and work" to the Director; but he undertakes as much of it as he can. This year he took the northern half of the province, travelled 729 miles by ordinary road and 368 by rail, and inspected 147 schools, besides those at the sudder station.

19. The Educational Inspector took the southern half, travelled 979 miles by road and 992 by rail, and inspected 181 schools. As he holds immediate control over the Anglo-vernacular schools, he wishes to examine as many of them as he can, and this year he succeeded in inspecting 18 out of 22.

20. By their inspection tours, the Director and the Educational Inspector have not only acquired a personal knowledge of the several districts and of their schools and masters, but have lessened, to a considerable extent, the local differences in school management and school system, and all the Masters and Deputy Inspectors have come to understand what they are expected to do; their aptitude and zeal are, of course, different things.

Visits of District Officers.

21. I subjoin the prescribed table showing the visits of District Officers to the schools in their respective districts:—

Officers.	Akola.	Buldana	Basim.	Amraoti	Wun.	Ellichpur	Total No. of visits.	
							1879-80.	1878-79.
Deputy Commissioners ...	15	19	20	21	22	52	149	198
Assistant Commissioners ...	24	39	5	...	5	35	108	108
Extra Assistant Commissioners	2	8	2	...	...	1	13	31
Tahsildars	44	11	14	47	36	53	205	249

The increased number of personal visits is not, however, the only index of the increased interest taken in school matters by District Officers.

The inspection reports submitted by the Deputy Inspectors are more minutely scrutinized, a deeper insight is obtained into the working of the schools, a greater solicitude is shown for supplying their wants, and a more powerful encouragement is afforded to the people.

Inspection work of Deputy Inspectors.

22. The subjoined table shows the amount of inspection work done by Deputy Inspectors :—

Deputy Educational Inspector.	Area of the district in square miles.	No. of days in the district.	Miles travelled.			No. of schools in the district on 31st March 1880.	Description of schools.		No. of schools inspected.		Total No. of visits to all schools.	Distance travelled by ordinary road for each visit.
			By rail.	By road.	Total.				Twice and more than twice.	Once.		
Akola ..	2,660	155	305	993	1,298	108	Primary.	Govt.	57	51	171	5·2
						63		Private.	3	13	19	
						1	Jail Schools ..		...	1	1	
Buldana ...	2,804	195	...	1,400	1,400	82	Primary.	Govt. ..	77	4	171	7
						41		Private.	...	28	28	
Basim ...	2,958	180	...	1,259	1,259	59	Do.	Govt....	58	2	140	7·8
						30		Private.	...	19	19	
Amraoti ..	2,759	185	154	1,322	1,476	98	Do.	Govt....	60	37	187	7
						41		Private.	1	12		
							Jail Schools ...		..	1		
Wun ...	3,907	149	...	1,086	1,086	50	Primary.	Govt....	48	2	110	9·2
						2		Private.	2	4	8	
Ellichpur... (Hindustani.)	2,623	160	...	1,280	1,280	72	Do.	Govt. ..	57	15	152	7
						55		Private.	1	27	29	
Hyderabad Assigned Districts	17,711	190	562	1,155	1,717	56	Do.	Govt. ...	5	48	83	12·7
						23		Private.	...	8	8	

The number of miles travelled by road has increased by about 1,400, and the number of visits paid to schools by about 200. This increase is mainly due to the absence on leave of two of the Deputy Inspectors during a portion of the

travelling season of the preceding year; but it appears that there is some real increase in the work of all the Deputy Inspectors. Last year the Deputy Inspectors stated that they had more to do in the way of teaching than of examining. That work still continues, and to it must be added the examination of classes in higher standards, which have increased and will increase, as a large supply of assistant masters has now been made. The Deputy Inspector of Akola writes:—" During the year under report a larger number of schools has commenced to teach the 4th and 5th standards; and as a class under higher standard requires more time to examine than one in a lower standard, the work of inspection will now increase in greater proportion. During the first inspection, I spent in schools eight to ten hours a day, besides the time required for travelling and office work. In examination I did not confine myself to the boys offered by the masters under each standard, but inquired into the progress of every one present, and the result has been written down against each name in the lists. This has been found to be a good check on the masters' work, and gives much satisfaction to the parents of the boys, most of whom now take much interest in being present during the examination times." The Deputy Inspectors try to spend more time in the schools, and make their inspections thorough and profitable to the masters and the pupils; but I have still to say that, in many places, their endeavours have yet to bear fruit, as there are many schools as bad as they can be, though there is a tendency to improve.

Educational Inspectors' remarks on the inspection work of Deputy Inspectors.

23. The following are extracts from the Educational Inspectors' observations, on inspection of schools by Deputy Inspectors:—" It too frequently happens that a Deputy Educational Inspector examines a school thoroughly, is dissatisfied with its condition, and criticises the work of the master sharply in his remarks, pointing out the shortcomings in detail. But at his next inspection the school is exactly in the same state, if not worse than it was, and the same process is repeated over again." "It cannot be too often repeated that the Deputy Educational Inspector should not content himself with examining the boys and writing remarks. We often see that searching examinations and cutting criticisms are thrown away on many of the masters, and the Deputy Inspector must endeavour to teach his subordinate his duty. He ought to teach the boys in his presence, and by subsequently asking him to teach, see that the man understands and carries out his instructions. * * * The Deputy Educational Inspector ought to teach the master, both by precept and example, the proper way to mix amongst the people and secure for the school their sympathies and co-operation. Some masters, though capable of working hard, are careless and defer the performance of their duty to the eleventh hour. I inspected some of the schools in the Basim District two or three months after their annual examinations, and found that the boys had learnt nothing during the interval. The masters probably supposed that they would be able to cram the pupils within a few months before the next examination. This tendency must be checked * * * The Deputy Educational Inspector must therefore see that the Director's instructions on the subject are properly attended to. If all these duties are well performed by all the Deputy Educational Inspectors, many of the masters who are now considered incompetent may prove to be of some use." "In order to do all this, however, the Deputy Inspectors will have to spend longer time than they do now at many of the schools," and this they can afford to do. From column 3 of the statement above given, it will be seen that no Deputy Inspector was out in the district for more than six months and 15 days, and that three of them were out for about five months. When the instructions issued to them on the subject are strictly adhered to, there will be enough of time to do all that is required.

III.—University Education.

Number and progress of Berar University scholars.

24. Out of the eight Berar University scholars and three ex-scholars attending the Bombay Colleges on 31st March 1879, the latter left their studies, one, Mr. Balwant Abaji, on being made a Fellow in the Elphinstone College, another Mr. Ramchendra Narayan Deshpande, on passing the B. A. examination,

and the third, Mr. Maruti Hari, on completing his term for the L. C. E. examination. Of the eight scholars, two passed the F. C. E. examination, and then lost their scholarships, and a third was deprived of his for making no progress. The remaining five, with the three added to their number in the year, were preparing for the F. A. and F. C. E. examinations in the Elphinstone, Deccan, and Engineering Colleges.

25. We have now four graduates in Arts from Berar, and it is gratifying to observe that two of them are Fellows in the Elphinstone College, one is Second Assistant Master in the Akola High School, and the remaining one, a Deshpandia, is a candidate for service in one of the civil departments in the province.

IV.—Secondary Education.

High schools.

26. The High school classes in each of the two High schools share in the general increase in attendance to a small extent:—

School.	No. on roll on 31st March. 1879.	1880.	Average No. on the roll during the year.	Average daily attendance.	Fees.	Expenditure.	Annual cost of educating each pupil.	No of pupils matriculated.
					Rs a. p.	Rs. a. p.	Rs. a. p.	
Akola ...	16	21	17	12·7	98 0 0	6,614 2 9	389 1 1	..
Amraoti ...	19	23	20	18·4	168 4 0	4,757 5 6	237 13 10	6
Total ...	35	44	37	31·1	266 4 0	11,371 8 3	307 5 5	6

The percentage of average attendance to the average number on roll is very high (92) in the Amraoti school, and the master attributes it to the healthiness of the year, and to the habits of regularity and study which he has been infusing among the boys. "Boys have begun to appreciate the advantage of regular attendance, for when they go to their native places for marriage, &c., and they cannot avoid doing so, they return earlier than they usually did. In many cases I have succeeded in inducing the parents and guardians of boys to side with us in keeping up their attendance in the school; and altogether we may congratulate ourselves on the success which has attended our efforts in this direction." The difference in the average number on rolls of the two schools is small—three; but the difference in the fee collection is large. The great difference in the annual cost of educating each pupil is, as stated in my last Report, owing to the revised scale of establishment having been fully introduced in the Amraoti school.

Matriculation results.

27. The difference in the results of the University examination is still more striking this year. Amraoti sends seven and passes six; Akola sends four and passes none. The success of the former school has surpassed the expectations of its master, who unassumingly attributes it partly to the leniency of the examiners; but when we consider that five of the successful candidates are within one-third of the list, that there are 202 below the sixth, and that there is a difference of 53 marks between him and the last on the list, we cannot say that his pupils came under the scope of leniency of the examiners. His first pupil carried the Sinclair prize in Sanskrit.

28. In his last year's report Mr. Aitken stated that his school then had for the first time shown a very poor return as compared with the Amraoti High School, and accounted for it on the ground that every school had its good as well as its bad years. This year there is no return. Mr. Aitken explains that the pupils of his first class were enfeebled by sickness in "their minds and bodies," and he sent four boys because he thought "it would have a worse effect to send no boys at all to the matriculation examination than to send a few even to fail." He feels the disheartening effects of failure, and observes "it is the remembrance of what has been achieved in the past, and the consciousness that all that could have been done had been done, that makes the mind rise above the depression

caused by defeat, and prepare for a new and stronger effort. And though our present candidate class does not present to the eye a very promising appearance, still, if the year continues healthy, we will work in full expectation of the success which rewards perseverance. It is, however, expecting too much to expect a school never to fail. Colleges and schools have their bad as well as their good years; classes of dull boys will come up as well as classes of smart boys, and when the classes are small like ours, they may be composed entirely of the one or the other."

It is certainly expecting too much to expect a school never to fail; but nobody would like to see the failure continued beyond one or two years, and it is hoped the present unpromising appearance of his first class pupils will not have to be given as a ground for an unsatisfactory result next time. In the Berar High Schools the candidate classes are no doubt small, and they may have a larger number of dull boys at one time than at another; but it is understood that the teachers can more easily and efficiently work them up for the examination than when they have to attend to unwieldy classes as in the Bombay Presidency, and this advantage should not be ignored while decrying dulness.

Without wishing "to detract from the credit due to the Amraoti High School," Mr. Aitken proceeds to show the reason of its great success in the examination. He writes: "As yet, however, the two schools cannot be fairly compared as regards their matriculation results. While year after year we were passing new boys, the Amraoti High School reserved its strength, and last November, and the year before, its own matriculation candidates were pupils of long standing in the senior classes." It is true that on an average the Amraoti boys had studied longer in the upper classes, and some of them had appeared for the examination in the previous year; but Mr. Aitken admits the fact that boys can be prepared for the examination in one year, when he says that year after year he was passing *new* boys, and that the only boy he passed in 1878 was a new one, and his reasoning would have been more forcible if he had to show that a small number of his new boys had passed against the larger number of old ones, particularly when the examination itself is stated to have been easier.

Middle Class schools.

29. The statistics of Middle school education are given below:—

School.	No. on roll on 31st March.		Average No. on roll during the year.	Average daily attendance.	Fees.			Expenditure.			Annual cost of educating each pupil.			No. of boys passed in Middle School examination.
	1879	1880.			Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	
Classes in Akola High school.	59	59	55	44	270	0	0	3,244	0	3	58	15	9	6
Amraoti do. ...	84	79	77	67	390	0	0	2,863	11	1	37	3	1	10
Malkapur Primary..	11	10	10	9	46	0	0	1,256	0	11	125	9	8	...
Ellichpur do. ...	10	14	12	10	62	0	0	1,499	13	8	124	15	9	...
Basim do. ...	5	7	6	4	35	8	0	1,204	10	10	200	12	6	...
Total ..	169	169	160	134	803	8	0	10,068	4	4	62	14	10	16

The number on roll is exactly the same; but there is improvement in average daily attendance and in fee receipts in all the schools except Akola and Malkapur. The annual cost of educating each pupil is very high in the Middle classes of the three Primary schools, as the salaries of the head masters of those schools who teach the small classes are wholly debited to them. As the Primary schools have only one class, the last, out of three coming under Middle education, there could be no passes in them under it. They, however, passed three, and one boy respectively in the 7th standard, and out of them six joined the Middle divisions of the High schools.

30. Akola High school passed six boys in the 9th standard and Amraoti ten; and here again the result is favourable to the latter. With respect to this Mr. Aitken states:—

"The total results of the year's work in our High school and Middle school fell a little short of the standard reached in previous years, owing, in part, to the causes already alluded to as having helped to bring about the failure of our matriculation pupils. At the Director's annual examination of the classes in October, 54 boys were examined, and 41 passed, and 19 prizes, 11 first and 8 second, out of 40 were gained, the Amraoti High School taking the remaining nine first, and 12 second. This might, perhaps, be considered a fair result, but falling short of what we tried to achieve, it disappointed us.

"The school was honoured in December with a visit from the Resident, who examined each class, inspected the boarding-house, and saw some of the boys go through their exercises in the gymnasium. The pupils of the first class were asked a few questions from the histories of England and India, and their imperfect knowledge of the latter gave rise to an expression of surprise that English history should have precedence of Indian history in the school. The question from Indian history was, "Give an account of the rise of the Bahamani dynasty." Under any circumstances this would be rather a wide question to expect a boy to answer orally, and with readiness, on the spur of the moment, but the boy who tried to answer it did so from his recollection of what he had read, four years before, in a small history of India in the Marathi language.

The question put by the Resident was "Who founded the Bahamani dynasty," and it was not answered. A Marathi student ought to be as familiar with the answer as an English student with the Norman conquest If the subject was taught to him four years ago in the Marathi language, this only proved that it was an important one, and should not have been allowed to escape from his memory. I have often observed, and repeatedly pointed out, that the chief fault in the system of teaching in Berar in the Anglo-vernacular as well as vernacular schools, is the want of revision and of connection between instruction under old and new standards. When the instruction is not thorough and well assimilated, it soon loses its hold on the minds of the pupils. In my remarks on the examination of High schools for 1877, I stated; "Mathematics, and history, and geography, are the subjects in which boys of both the schools have mostly failed. As questions on these subjects are not usually confined to the work of the year, and extend over the whole range of previous studies, the teachers must try to combine further instruction with revision, so as to keep up a knowledge of what the boys have once gone through." With regard to the examination for 1878, I observed:— "Answering in history and geography did not appear to be satisfactory, owing, I believe, to sufficient attention not having been paid to revision, as suggested in the remarks on the result for 1877." Mr. Aitken hopes that the defect will be remedied this year.

V.—Primary Education.

Government schools for boys.

31. The subjoined statement furnishes information regarding Government Primary Schools for boys:—

Districts.	Number of schools and scholars on 31st March. 1879				1880				Average number on roll during the year.	Average daily attendance.	Fees.	Expenditure.	Annual cost of educating each pupil.	Number passed. Upper primary school examination	Lower primary school examination.
	Schools	Scholars. Upper Division	Scholars. Lower Division.	Scholars. Total.	Schools.	Scholars. Upper Division.	Scholars. Lower Division.	Scholars. Total.							
											Rs a. p.	Rs. a. p.	Rs. a. p.		
Akola	106	659	5,259	5,918	107	902	6,043	6,945	6,338	4,819	5,930 4 6	48,155 3 2	7 9 7	21	320
Buldana	74	409	3,017	3,426	78	442	3,465	3,907	3,426	2,480	3,234 12 0	28,866 8 7	8 6 10	8	150
Basim	59	171	1,969	2,140	58	179	2,075	2,254	2,089	1,552	1,965 4 0	17,616 7 2	8 6 11	7	107
Amraoti	89	422	4,056	4,478	98	492	4,587	5,079	4,609	3,307	4,106 10 0	34,511 6 10	7 7 10	15	186
Wun	48	112	1,654	1,766	50	100	1,781	1,881	1,754	1,231	1,522 14 0	15,665 7 10	8 14 11	7	68
Ellichpur	65	321	2,904	3,225	70	340	3,427	3,767	3,395	2,402	2,926 0 0	23,121 13 4	6 13 0	13	141
Total	441	2,094	18,859	20,953	461	2,455	21,378	23,833	21,611	15,791	19,585 12 6	1,67,936 14 11	7 12 4	71	1,032

The number of schools has increased by 20, and the increase has taken place in all the districts except Basim. The number of scholars has increased by 2,880, of which Akola alone gives more than 1,000. Compared with the number on roll on the 31st March, the average number during the year is small, owing to the increase in the former having taken place from January last. The fee collections have increased by Rs. 1,792-14-3, and the total number of passes under Upper and Lower Primary courses is larger by about 100.

Anglo-vernacular schools.

32. The Upper Primary course is taught in 22 schools, called Anglo-vernacular schools, in each of which there are one, two, or more English knowing teachers, who, in addition to vernacular, teach the first two or three books in English under standards V. and VI. These schools are intended to be feeders to the middle classes of the High schools, the masters of which examine their students for admission into their schools. The following statement furnishes particulars regarding them :—

District.	Number of Anglo-vernacular schools.	No. on roll on 31st March 1879.	No. on roll on 31st March 1880.	No. learning English on 31st March 1880.	No. who passed the Upper Primary course.	No. who joined the High schools.	Fees.
							Rs. a. p.
Akola	8	1,135	1,316	191	20	18	1,420 13 0
Buldana	5	692	736	111	8	3	804 6 0
Basim	1	167	171	24	7	...	171 11 0
Amraoti	3	457	581	100	15	13	584 13 0
Wun	2	226	256	30	7	5	244 0 0
Ellichpur	3	425	456	78	13	4	470 8 0
Total ...	22	3,102	3,516	534	70	43	3,696 3 0

As stated before, the Educational Inspector examined all of them except four. The following extracts from his elaborate report will show how they are doing :—

Entrance examination of the High schools.

"44 candidates were examined at Akola, and of these 26 passed, while out of 48 examined at Amraoti, 30 came out successful. The schools at Akola and Amraoti did very well, as 10 out of 11 from the former, and 9 out of 12 from the latter, passed successfully. This result is very creditable to the Head Masters, Messrs. Lakshman Krishna Chiplenkar, B. A., and Govind Vishwanath Bhave. The schools at Yeotmal, Chikhli, Ellichpur City, and Shegaon also did well. The institution at Talegaon passed only three boys out of eight who appeared for the examination; but those who were successful passed with credit. Not a single boy passed from the schools at Jalgaon, Pimpulgaon Raja, and Pathur.

Result of the annual examinations.

"The results of the examinations of the schools at Akot, Argaon, Basim, and Pathur were most satisfactory, as the percentage of the number passed to the average daily attendance is not less than 50, and the average number passed by each master is more than ten in each of these schools.

Number of English-learning pupils.

"If all the schools were well conducted, the number of boys learning English would steadily increase every year, as the number of pupils who pass the 4th standard and are admitted into the lowest Anglo-vernacular class ought to be larger than the number of those who are considered fit to join the High schools. But unfortunately there are some incompetent assistants in our Anglo-vernacular schools, and though the number is gradually decreasing, it is (or was till very recently) large enough to affect the well-being of the higher classes. In many of the schools I found during the year under report that the 4th standard class had been under the management of teachers who were incompetent, lazy, or both; or that it had been mismanaged through some unavoidable circumstances." * * * "Though Berar is in the main an agricultural province, and the people generally do not desire higher education, their wants in this respect are not correctly represented by the numbers attending the higher classes of our Anglo-vernacular schools. If the rule, that none should be allowed to study English without having successfully passed through the

first four standards, had not been stringently in force, or if the masters in charge of the 4th year classes in all the vernacular and Anglo-vernacular schools had been able, hard-working, and perfectly conversant with the art of teaching in accordance with the departmental instructions issued from time to time under the present *regimé*, the number of boys studying English would have been much larger than it is now."

Vernacular schools.

33. The remaining 437 Primary schools, exclusive of the Primary classes in the High schools, are purely vernacular, and since the introduction of the revised scale of their establishments in January last, there has been a steady rise in their attendance, and there is every reason to hope that the next annual examinations will show a considerable advance in efficiency.

Grades of vernacular schools according to the salary of the head master.

34. The following statement will show the grades into which the vernacular schools are divided, and the average number of boys on the rolls of schools of each grade :—

District.	Head Master Rs. 35 with 3 or more assistants.		Head Master Rs. 30 with 2 or more assistants.		Head Master Rs. 25 with 2 or more assistants.		Head Master Rs. 20 with one or more assistants.		Head Master Rs. 15 with 1 assistant where necessary.		Head Master Rs. 12.	
	No. of schools.	Average No. of scholars.	No. of schools.	Average No. of scholars.	No. of schools.	Average No. of scholars.	No. of schools.	Average No. of scholars.	No. of schools.	Average No. of scholars.	No. of schools.	Average No. of scholars.
Akola	6	128	15	90	8	77	15	57	33	43	21	28
Buldana ..	...	...	11	76	3	52	18	51	19	34	22	27
Basim ...	1	104	5	80	1	44	9	45	23	31	18	22
Amraoti ...	4	126	14	76	3	60	22	53	23	36	28	25
Wun	...	...	4	86	2	45	6	43	19	28	17	22
Ellichpur ...	2	131	9	86	2	79	11	54	24	36	19	33

"I am of opinion that in those places which are distant from the railway, masters should be employed on higher rates of pay, and that the schools should be graded on more liberal principles than in the more favoured districts of Akola and Amraoti I am inclined to think that we have done injustice to the towns and villages in the Basim District in making the position of their schools depend on their present condition."

In recommending a revised scale for all the schools, I did not propose a higher one for schools in the remote parts of the Wun and Basim Districts as thought desirable by Major Szczepanski and the Educational Inspector in para. 17 of his report, quoted in the margin, simply on the ground that the people of those remote parts did not care much for education, that they could not afford to spare the services of their children for a long time, and that their schools were very thinly and irregularly attended, and were of a migratory nature. The above statement shows that in schools of all the classes, the attendance in the Wun and Basim Districts is smaller, and as a smaller return from them was to be expected under the existing circumstances of the people, it was not thought necessary to increase their cost beyond that of schools of their classes in other districts. Even now the cost of education is higher in these districts than in the others.

Standards to be taught in schools of each grade.

35. The number of assistants is regulated by the number of pupils and the standards taught. As a rule, schools of the first two classes are required to teach five standards, and schools of the next two classes four standards. Schools of the 3rd class can, with permission, teach the 5th standard. Schools of the last two classes are intended for instruction under the Lower Primary course,

but schools of the 5th class can be allowed to teach the 4th standard when they have got assistants. Formerly, the assistants in Vernacular schools received either Rs. 8 or 10 per mensem. Now two more grades, one of Rs. 12 and the other of Rs. 6, have been added. Teachers of the last grade serve the purpose of pupil-teachers, recommended by Major Thompson to be employed "on a salary of Rs. 3 to 5 per month," as in the Bombay Presidency. When practicable I mean to raise the salary of assistant teachers of the 1st class to Rs. 15 per mensem.

Salaries of masters to be personal.

36. Mr. Nicholetts observes that we should grade masters and not schools to avoid the necessity of transferring the former on promotion, and thus disturbing the state of the latter. He must have seen from my last Report that masters had been promoted at their own places, and the new proposals were intended to facilitate such promotions. "If a master with a school of 25 boys, by his exertions, raises the attendance above 30, and at the same time passes a fair number of pupils in the examination, he will rise from Rs. 12 to Rs. 15 at the same place; or if he raises the attendance from 35 to more than 50 with similar results, he will rise from Rs. 15 to 20." In the late grading of schools, 40 head masters were promoted without being transferred. But it must be admitted that a good master cannot be kept long at one place without limiting the scope of his energy and impeding his successful career. The master of a village school attended by about 20 or 25 pupils, may, by his exertions and intelligence, succeed in passing a good number at one or two annual examinations, and we may raise his salary from Rs. 12 to 15 at the place. But for want of more materials in a small place he will not probably be able to show equally good results in future, and in course of time may lose his reputation. If he, however, went to a larger school, he would probably find a larger sphere for his exertions and talents, and in two or three years might be in charge of a school which may commence a long course of improvement. Under the present arrangement persons have risen from Rs. 10 to Rs. 30 in the course of four or five years, and have carried their industry and zeal, not only with themselves, but have infused them in masters of many circles of schools.

Result allowance to masters.

37. Another proposal made is to give result allowance to the teachers, as has been given in the Bombay Presidency, to *trained masters*, whose salaries are fixed at a lower scale than those of older servants. In Berar we do not make any distinction between trained and untrained masters with respect to pay, which again is higher than in the Bombay Presidency. It may be desirable to give bonus instead of an increase to salary, and I shall see how far our funds will admit of such a charge.

Hindustani schools.

38. Out of the 461 Primary schools, including classes in the High schools, shown in the statement under para. 31, 55 are Hindustani schools, against 43 of the last year. Ten of these, however, existed as classes attached to Marathi schools, and the others are new schools. The attendance at these schools has increased from 1,838 to 2,080, and the Hindustani Deputy Inspector writes that the improvement "may be attributed partly to the influence of the new grading system anticipated, and partly to the accommodation of fee funds provided for poorer pupils. The Resident's remarks on the Mahomedan education, conveyed in his public addresses during his late visit to this province, may also be considered as having beneficially operated in this respect." There is, however, no improvement in efficiency. "Out of 53 schools examined 5 yielded no return under any standard. The number of schools that passed any pupils under the 3rd standard was 31. Out of 18 schools, each provided with a staff of two or more teachers, and therefore supposed to include the 4th standard under its curriculum, only nine had the honour of presenting, and five of passing any pupils under that test. The masters of the remaining seven schools that did not possess any class under the 4th standard either had no materials for it, or dreaded their inability to meet it in the face." After such a general condemnation of schools and masters, Mr. Noor Khan strongly remarks: "our administration is wanting in a due dispensation of rewards and punishments, the latter predominating over the former. The question of annually rewarding a few most deserving masters, moved and discussed last year, may be taken up and carried out." He states that several of the masters cannot teach the 3rd standard, and I doubt whether they can teach the 1st and 2nd efficiently; and

under these circumstances it would have been better if he had brought to the notice of the Director masters deserving of reward.

Results of examination under all the standards.

39. The following table shows the result of examination under all the standards in all the Government boys' schools :—

Years.	Number of pupils examined.	Number of boys passed in											Total
		Lower Primary.			Upper Primary.			Middle			High.		
		1,032			71			16			6		1,125
		I.	II.	III.	IV.	V	VI.	VII.	VIII.	IX.	X.	XI.	
1878-79 ..	10,631	2,527	1,746	936	311	109	73	55	24	13	6	5	5,805
1879-80 ..	11,341	2,846	1,833	1,032	378	142	71	47	34	16	8	6	6,413

There is an advance of 608 in the total number of passes, of which only 98 appear in the statistical tables. As the staff of teachers has increased we expect better results in many of the Primary schools, vernacular and Anglo-vernacular. In former reports some of the District Officers had observed that the 3rd standard was not high enough to give the requisite information to the masses, and the prohibition to teach the 4th standard in schools of the lowest class was considered a hardship Major Szczepanski again writes :—" I made some remarks last year on the necessity of revising the standards. I have been told by natives that the 3rd standard does not teach enough, and the 4th standard too much. If this is the case, then, the fact that less than 5 per cent. of the pupils are learning beyond the 3rd standard, shows that we are very far indeed from meeting the requirements of those most concerned." When the schools are so poorly attended, and when the progress made by the boys is so small, it is superfluous to say that we make no provision for meeting the requirements of those most concerned. In the ten purely vernacular schools in the district which can teach the 4th standard and more, there are not more than 53 boys learning the 4th standard; and if places like Kalamb, Venikotta, Digras, Nair, Bori, and Zadgaon can hardly furnish a class of five boys under that standard, it would appear the requirements of the people are not what they are supposed to be. It will not be correct to say that the people wish to learn English, because the parents of one boy in a school may wish him to learn A. B. C. Where higher instruction is possible and desired, endeavours are made to supply it. In 1878-79, there were only 174 vernacular schools in the province which could teach beyond the 3rd standard; now there are 222, and 74 of them, against 28 of the last year, can teach beyond the 4th.

Government schools for girls.

40. The following table shows the attendance and progress of pupils in Government girls' schools :—

Districts	No of schools and scholars on 31st March								Average No on roll during the year.	Average daily attendance.	Expenditure.			Cost of educating each pupil			No passed in Lower Primary School examination.
	1879				1880.												
	Schools.	Scholars. Upper Division.	Scholars. Lower Division.	Total.	Schools.	Scholars. Upper Division.	Scholars. Lower Division.	Total.			Rs.	a	p	Rs	a	p.	
Akola ...	2	...	52	52	2	5	43	48	44	32	648	0	0	14	11	10	4
Buldana ..	4	5	150	155	4	5	155	160	147	100	1,510	0	0	10	4	4	3
Basim ..	1	...	27	27	1	...	32	32	28	19	264	15	0	9	7	5	2
Amraoti ...	1	...	36	36	1	3	35	38	35	24	407	0	0	11	10	1	1
Wun ..	2	...	65	65	..	...	..	...	...	...	43	8	0				...
Ellichpur ...	2	6	49	55	2	8	48	56	56	40	756	0	0	13	8	0	2
Total ...	12	11	379	390	10	21	313	334	310	215	3,629	7	0	11	11	4	12

As stated in the last Report, the two schools in the Wun District were closed from the beginning of the year, and the abolition of two or three more will appear in the next Report. A school at each of the principal zilla stations, and three or four more, is all that is likely to remain of the fruit of the great efforts made to introduce female education in Berar. The Deputy Commissioner of Buldana, who had the largest number of these schools in his district, states :—" With the exception of the Marathi female school at Deulgaon Raja, which has an attendance of 65 pupils, and is thriving under the management of a painstaking and popular master, female education in this district is, as remarked by Colonel Bushby, in his last year's Report, a farce, and the sooner the two Hindustani female schools at Malkapur and Deulghat are abolished the better, unless competent female teachers can be imported for them." The Hindustani Deputy Inspector, however, thinks that the two Hindustani girls' schools in the same district " are doing tolerably well, and may continue in existence for some time longer. But their doom is inevitable, and they must disappear likewise. The fact of the matter is that our purely secular instruction is not favourably looked upon by the people who feel rather offended than pleased at seeing their daughters engaged in working out sums, answering questions in grammar, and pointing out places on a map. From this it may be inferred that nothing short of religious instruction can inspire our female schools with vitality, and that so long as they are deficient in that element, they cannot be expected to thrive." If the Mahomedans feel offended at seeing their daughters read, write, do sums in arithmetic, answer questions in grammar, and point out places on a map, which are practically useful subjects, and which alone Government can undertake to teach in their schools, then it will be better to please them by removing at once the unsightly objects from before them. Perhaps Mr. Noor Khan overdraws the picture or places the objects in a false light

Classification of scholars attending the Government schools.

41. The following table will show the classes of pupils who attend the Government schools :—

Schools	Christians		Hindus.										Musulmans.		Others.		Total.
			Brahmins.		Kunbis.		Low Caste.		Other Hindus								
	Pupils	Percentage.	Pupils.	Percentage	Pupils	Percentage.	Pupils.	Percentage.	Pupils	Percentage.	Total.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	
Higher Class	..	..	34	77·27	.	..	..		9	20 46	43	97·73	1	2·27	...	...	44
Middle	1	59	122	72 19	10	5 92	2	1·18	32	18 94	166	98 23	2	1·18	...	...	169
Lower	14	06	3,558	14 93	6,882	28 88	413	1·73	9,825	41·22	20,678	86·76	3,127	13 12	14	·06	23,833
Female ..	4	1·2	53	15·87	23	6 88			158	47·31	234	70·06	96	28·74	..	...	334
Total ...	19	·07	3,767	15·45	6,915	28 37	415	1·70	10,024	41·12	21,121	86 64	3,226	13 23	14	·06	24,380

The Brahmins have decreased, and the Kunbis increased, by nearly 1 per cent. The lower castes (Mahars and Mangs), which were included last year under other Hindus, are this year separated to show that nearly two per cent. of the attendance is composed of these pupils, and therefore Major Szczepanski's statement, that they do not attend our schools because they are treated there as such utter outcastes, must be accepted with reserve, as he remarks his district is in a backward state in every respect; but there are others in which boys of these castes have advanced to the Upper Primary course and learn English. It is not in the power of the Educational Department to root out long prejudices and obliterate social distinctions at once; but the simple fact that these pupils are admitted into the school-house and in some places allowed to sit near other pupils, is in itself a proof of the civilizing influence of our schools. Major Szczepanski attends to all the boys equally; but the native officers must be considered to be showing greater regard to the lower classes and softening the prejudices when they, in the presence of assemblies of natives in the schools, treat them as they would treat a boy of any other caste.

Mahomedans.

42. The number of Mahomedan pupils has increased from 2,769, to 3,226, and the reasons assigned by the Hindustani Deputy Inspector for this large increase of 457 pupils have been stated in para 38. Mr. Noor Khan saw that one of the great drawbacks

with the Mahomedans was their poverty, and he endeavoured at every school station to raise funds for paying the fees of poorer boys and supplying them with books and other materials; and this "accommodation," as he calls it, is, I believe, the more potent cause. I hope all such endeavours will have the effect of creating a desire for learning and not habituating the people to a state of dependence on others. At present the only Mahomedan student in the High school division is a scholar, the only two Mahomedan students in the Middle school division are exhibitioners; 10 out of 23 Mahomedan students learning standards V. and VI. in the Primary divisions of the High schools, are exhibitioners; and many of the boys in the Hindustani schools must be free students, their fees being paid from contributions.

43. As the subject of Mahomedan education is an important one, and everybody is interested in it, I make room for the Hindustani Deputy Inspector's last para: containing his views on it:—"While such pursuit implies a profit, learning to the Mahomedan youths in Berar implies none beyond itself. Our schools to them are so many barren fields, where they labour but reap nothing. An average of two or three places in the Educational Department per year sums up the grand total of all their prospects. It is therefore necessary that something should be done to make our education more profitable, and thereby more valued. My proposal on the subject is quite simple and practicable. A system of certificate examination for petty appointments similar to that set up for the Hindus may be introduced. The 4th standard may be laid down as a test of proficiency, and good conduct required. Those who pass the examination creditably may be considered entitled to such places as jemadars in the Forest Department, head constables in the Police Department, and head peons in all departments. That this system will work well the general poverty of the Mahomedans will amply testify." Under a system of general competition nobody will admit the policy of reserving certain places for a certain class of people. I presume qualified Mahomedans have always preference given to them; but there should be no difference in the standard of qualifications, and ability to read and write in the language of the province and of the court should always form a part of it.

Private schools receiving fixed grants.

44. The number of schools receiving fixed monthly grants has risen from 6 to 12, as shown below, owing to seven village schools having been opened and aided on this system:—

No.	Schools.	No. of pupils on 31st March 1880.	Average monthly No. on roll.	Average daily attendance.	No. of pupils passed in the three Primary standards.	Sanctioned monthly grant.		
						Rs	a.	p.
3	Akola, Amraoti and Buldana Mission Schools	141	127	92	12	70	0	0
1	Ellichpur European and Eurasian School ..	14	15	12	...	50	0	0
1	Akola Marathi Girls' School	34	35	22	14	12	8	0
7	Schools in the Akola District	171	178	139	37	43	11	4
	Total ...	360	355	265	63	176	3	4

Mission schools.

45. Out of the four Mission schools existing at the beginning of the year, the one at Khamgaon has been closed, and the remaining three have not made any progress. They are stated to have had an average roll of 127 pupils, which is, no doubt, large; but when we apply the test of efficiency, we find that only 12 pupils in all the three schools passed under all the Lower Primary standards; whilst a Government

school of the lowest class with a single master on Rs 12 per month has passed on an average 7·7 pupils. Mr. Nicholetts states that "the Mission school at Amraoti is doing useful work; you cannot expect high class education; the boys in the school belong to the lowest class, who generally go out to service at the age when they are capable of benefiting by the teaching, yet the little they acquire is most useful to them as servants keeping accounts." I should consider ability to keep accounts as high class education for these boys; but as none of them passed in any of the first three elementary standards, I must say I cannot concur in the opinion of the Deputy Commissioner regarding the usefulness of the school which cost Rs. 60 per mensem. The Deputy Inspector's report on the Akola school was also unfavourable for the third time, and although the managers of it were more than once warned, I did not take action on the report, until I returned from my tour and visited the school. I then informed the managers that Government would not pay more than Rs. 12½ per mensem until they had improved the state of the school.

European and Eurasian school at Ellichpur.

46. The Government grant to the Ellichpur European and Eurasian school has been raised from Rs. 15 to Rs. 50; but the school itself has again gone down in attendance, and the disparity in the ages, studies, and the understanding of its pupils is such that one can hardly expect a teacher to teach them with steady progress. Almost each pupil is a class in itself, and the time of the mistress is apparently frittered away. I have examined the elder pupils during the last four years, and have not seen much improvement in them. I asked them what they would have to pay to a draper who sold 72 yards of lace at six yards for a rupee, and none answered. They also could not tell me the cost of cloth for a gown requiring eight yards at Rs. 1-8-0 per yard. If the subjects are taught to them, because it is necessary they should know them, they should know them in a better and more practical style.

Akola Girls' school.

47. The girls' school at Akola has again received aid from the municipality. To improve its condition, the School Committee have applied to the Deputy Inspector for a master from the Department, and it appears that the interest taken in it has been sustained. The deshmukh of a neighbouring village has been induced to contribute Rs. 1,000 for the construction of a house to accommodate this school and the native library.

Village boys' schools.

48. As stated above seven village schools, five Marathi and two Hindustani, were aided during the year in the Akola District on the fixed grant system. The total monthly grant sanctioned for them is Rs. 43-11-4. The Deputy Inspector states that four of the Marathi schools "have shown fair results at the examination, one of the Hindustani schools is doing fairly as a *Hindustani school*, and the other Hindustani school has collapsed." Regarding the last the Deputy Inspector of Hindustani Schools reported as follows, and the school was ordered to be closed from the 1st of April last:—

"Out of a total of 16 pupils, 13 were present, of whom seven literally knew nothing, four could distinguish letters, and two could read a little. Three pupils had no books, and ten were without slates. Only two or three boys paid any fees, the rest were free. The popular aid in support of the school is only nominal. The Mahomedan community is divided against itself. The majority of the Mahomedans are against the master."

I may observe here that a Government Hindustani school with a master on Rs. 20 per mensem had failed at the same place, and the aided school was probably applied for to aid the Kazi's son. That such has been the case with many of the schools aided on this system, there can be no doubt. There can be no guarantee for the payment by the people of the promised contribution; school-masters have given false receipts for it, and have been punished; or the contribution has actually passed through Government treasuries and circulated in quarterly, half-yearly, or yearly instalments, without affecting the purse of the people in the least. I visited the Hindustani school at Adgaon, which is stated to be doing fairly; but I did not think that the teacher, with his profound ignorance of school subjects,

would ever trouble the people for their contribution in addition to Rs. 7-8-0 he received from Government.

49. We shall soon be in a position to get indigenous assistant masters in larger numbers on Rs 8 per mensem, educated up to the 5th and higher standards, and if the desire for elementary education presented itself in smaller villages, and it became necessary to adopt measures to satisfy it, it would, I think, be better to avail of their services as teachers of branch schools, than to have schools aided on this system.

Unaided schools.

50. When only one indigenous school out of 41 in the Amraoti District received grant-in-aid, Mr. Nicholetts was probably right when he said "surely of the large number of indigenous schools, some of them might be fit for aid." There can be no doubt that many of these schools are very poorly attended, and very badly taught. Schools attended by three boys have been returned by Tahsildars, but it would be better if the Deputy Inspectors encouraged the masters who had once received grants to exert to obtain larger ones, and did not omit to inspect their schools. The fact, however, cannot be lost sight of that many of the masters are unable to teach the higher standards, and if the old boys learn nothing more, and new boys are not admitted and prepared, they cannot expect to get anything.

Total amount of grants awarded.

51. The total of grants awarded to 57 schools in money and in prize and other books is Rs. 1,152-2-0, against 1,213-2-0 of the previous year. The highest grant of Rs 83-11-0 was obtained by the Bedar School at Akola, managed by a Brahmin Shastri. Several schools in the Buldana District, kept up by ex-students of Government schools, obtained good grants rising to about Rs. 50.

Amraoti European and Eurasian School.

52. Among the Unaided schools is one opened at Amraoti in the beginning of the year for the children of European and Eurasian parents. The Deputy Commissioner states that "up to the present, it is getting on as well as can be expected. I hope soon to see it developed into a useful institution." The school has now 16 pupils on its roll, nine boys and seven girls, all of whom are in the Lower Primary division. A grant of Rs. 100 per mensem has been applied for this school, and I sent the application to you with my letter No. 1167, dated the 6th September last. The Committee raised Rs. 1,193 in subscriptions, donations, and fees for the school, and expended Rs. 568-9-0, or about Rs. 47 per mensem. Archdeacon Baly, in his memorandum to the Government of India, recommends that all such Primary schools should be aided as in England on "the principle of payment by results," on the ground that "no system of inspection will attain the object of Government, a high standard of efficiency for schools, which does not make the individual progress of the scholars a matter of profitable and honourable interest to the managers, to the teachers, and the scholars themselves." Nobody can question the truth of this statement; but until the community becomes highly sensible of its duty towards the education of the juvenile population, and efficient and cheap teachers are to be found in abundance in India, the application of the result grant system to these schools will not accomplish its object, and the schools will die for want of support.

Jail schools.

53. Thirty prisoners in the Amraoti and four in the Akola Jail are taught the merest elements of reading and writing by their convict brothers. The former are adults who receive half an hour's instruction after meals, and the latter are juvenile convicts who learn for three or four hours per day. I visited the Akola Jail a short time ago, and found that the four lads were reading the First Modi book and writing words and small sentences. Two of them knew a few multiplication tables. When the Deputy Inspector visited the Amraoti Jail, 20 prisoners were learning Marathi, and ten Urdu. Their studies are confined to a little reading and writing or alphabet, the greater proportion coming under the latter. One convict has picked up some arithmetic, and three or four are able to read from printed books."

Paid teachers are now sanctioned, and it is to be hoped that there will be more of system, more of useful instruction, and more of real progress in future.

Physical education.

54. Mr. Nicholetts observes "physical education is much wanted." "The generality of boys are only half developed; they wander about listlessly when they should be full of life and fun. I would strongly recommend physical education being extended." This branch of education is now gaining favour even in the backward districts. One of the masters in the Basim District stated that when he set up the apparatus, he was afraid that the people may not like the idea of a portion of the time of their children being devoted to anything other than what was hitherto considered school education, and he therefore informed his pupils that those who wished to be admitted into the play-ground should obtain written permission from their parents. Next day all of them brought permissive notes. Several of the students of the Training College who passed the final examination in the year had become good gymnasts, and they were sent as assistants in zilla and taluka Anglo-vernacular schools, where they have been rendering material assistance to the schools and the gymnastic teachers.

The head master of the Akola High school writes that many of the boarding students have made satisfactory progress, and the Amraoti head master has "issued a circular to the effect that gymnastic exercises will form part of the annual examination, that no boy shall be promoted to a higher standard unless he pass in this subject, and that prizes will be given in this as in other subjects, to those who specially distinguish themselves." In the Akola District school gymnasia have increased from 18 to 35, in which regular instruction is given. "The apparatus has everywhere been provided by the people. They have seen the good effects of regular training on some of the boys, and therefore take increasing interest in the development of these institutions."

The reports of all the Deputy Inspectors show that steady progress is being made in their districts in physical education.

VI.—Special Education.

Training College.

55. The Training College at Akola is the only institution for special education in Berar, and the following statement will show its work during the year:—

Year.	No. of students at the end of the year.					Average number of students on the roll during the year.		No. of students examined and passed in the first year's and certificate examinations.								Number of students who obtained employment.	
	Marathi side.		Hindustani side.					Marathi side.				Hindustani side.					
								Examined.		Passed		Examined.		Passed.			
	Stipendiary.	Free.	Stipendiary.	Free.	Total.	Marathi side.	Hindustani side.	First year's course.	Second year's course.	First year's course.	Second year's course.	First year's course.	Second year's course.	First year's course.	Second year's course.	Marathi side.	Hindustani side.
1878-79	25	1	14	...	40	26	12	16	10	4	4	6	4	3	2	11	2
1879-80	43	1	9	...	'53	29	11	13	11	10	9	7	4	...	2	12	...

Formerly one of the four teachers and all the scholars were paid from the educational cess. The whole charge is now made debitable to general revenues, and the number of scholarships has been increased from 45 to 75. From the first year's men of the last year we could not fill up the additional vacancies in the second year's class, and as the sanction to the increase in scholarships was received after the entrance examination of the College and very late in the year, all the scholarships for the first year could not be filled up. Hence the number on roll at the end of the year is much smaller than 75, and the average number on roll not more than 40.

56. The result of the annual and certificate examinations on the Marathi side was fair; 10 out of 13 having passed in the first year's course, and 9 out of 11 in the second year's course. All the nine passed men have been appointed on salaries varying from Rs. 12 to 15. One of the failed men has also been appointed master on probation, and two others as assistant masters. The result on the Hindustani side was not good; two out of four passed in the second year's course and none out of seven in the first year's. The total failure of this class taught by the 3rd Assistant is to be regretted, as it gave no boys for the second year's class, and had not the 2nd Assistant undertaken to bring up three of the failed students in both the courses, there would have been no class for the next certificate examination. The Principal of the College states :—

Result of annual and certificate examinations.

"The reason of this sad failure is that in all previous examinations of the College the Hindustani candidates under both the standards were examined by sets of questions that were quite different from, and, perhaps, easier, too, than those set to the Marathi candidates. From this year by your order the same test of questions, except in languages, was applied to the students on both the sides, and the result was the failure spoken of above, showing the undesirability of the Mahomedan candidates being examined along with the Marathi students, when the entrance standards, to start with, were very different, that for the Marathi side being the 5th and that for the Mahomedans, the 4th."

It is very desirable that the Hindustani masters should be equal to the Hindus in acquirements and proficiency, and should pass the same test; and hence I ordered that they should be examined by the same questions except in language, on the understanding that though the Hindus were admitted after passing in a higher standard, they had to revise the same standard during the first year. I have now slightly raised the Hindustani admission standard, and reduced the amount of work in the first year's course.

57. For the entrance examination of the college 57 students appeared from the several districts, 40 for the Marathi and 17 for the Hindustani side, and 18 of them passed and joined the College. A few months after the examination I received sanction to the increase I had proposed in the number of stipendiary scholarships, and then endeavoured to fill up as many of them as I could, by inviting students who had passed in the 5th or 6th standard and assistant masters to join the college. The number of students in the Marathi first year's class is now 32; and I hope all the 35 scholarships will be taken up after the next examination, and that we shall be able to supply about 30 masters from the next year.

Entrance examination.

58. I am sorry again to record that we cannot get Mahomedan boys to attend the Practising school for their own benefit and for the benefit of the Hindustani students in the Training College. The practical portion of the studies of the latter therefore cannot be expected to be so good as of the Marathi students. The subjoined extract will show how the Principal tries to meet the difficulty :—

Want of Urdu classes in the Practising school.

"We do not get Mahomedan boys to attend the Urdu part of the Practising school, and this thing makes it very difficult to, practically, ground our Hindustani pupil teachers in method and art of teaching. I, however, at such times, make them sit along with the Hindu students at the time of holding criticism lessons, and by thus giving them constant opportunities of freely mixing with the Hindu pupils, they are in a short time made to pick up and understand Marathi, and then to express the same thoughts and follow the same arrangement into their vernacular."

59. I transcribe below the instructions I issued to the Principal in January last after the formation of his new first year's class :—

"As many of the students lately sent to the college have not been examined in the entrance standard, and as they joined the college rather late, special care should be taken to bring them up in the studies of the 1st year, and it may be desirable to keep the college open during the month of May.

"The students of the second year should be well brought up in the theory and art of teaching. They should well know how to engraft new information on the stock already possessed by the boys, and where and how to begin their teaching in the different subjects and branches. Their teaching in the Practising school should be strictly superintended. Industry, activity, and energy should be developed, and no laxity allowed.

"They should know the subjects usually taught in our schools as it were by heart. They should be taught to pay equal attention to the language as well as the matter of instruction, and encouraged to acquire enlarged information on the subjects they have to teach Preparation of notes would be a good exercise. They should know well how to illustrate history with geography and chronology. Historical and other places mentioned in reading lessons should never be simply passed over, but made to refresh the memory and knowledge of the pupils. The books at present used on Indian history are meagre. You are requested to supplement the information contained in them from the two books of Professor Lethbridge. The students should have a full knowledge of the government of India.

"If you require any books for reference from the library of the Akola High school I will give a general permission to the head master to issue them to you whenever wanted. I believe there are terrestrial and celestial globes in your college; and they should be frequently used in making the students well acquainted with the figure and movements of the earth.

"You are requested to keep a constant watch over the doings of your Mahomedan assistants, and to keep yourself acquainted of what they do every day or every week. As they are to teach the same subjects as are taught to the Marathi boys, the same questions may be set to them at the weekly examinations. You will then be better able to judge of their progress."

—VII.—Exhibitions and Scholarships.

University scholarships.

60. Out of the nine University scholarships, eight are filled up and are held by students attending the Bombay colleges, as shown under University Education, Chapter III.

Vernacular scholarships.

61. Out of the ten vernacular scholarships tenable in the High schools for proficiency in vernacular, only four are filled up; three at Akola and one at Amraoti. The number of candidates examined was 17; but only four of them obtained above 40 per cent. of marks, the minimum limit fixed. The head master, Amraoti High school, was surprised to see that only one of his pupils got a scholarship, when four of them had specially studied for the examination. He observes that—"In our anxiety to maintain the standard of examination, we are apt to err on the other side, and we should take great precaution, lest our very strictness defeats its own ends by offering no inducement to boys who work hard." He should know that nothing more is aimed at than to maintain the standard of examination, and that it is not very highly pitched when more boys than one do pass under it. The Educational Inspector observes that "if these scholarships are to be retained at all, they should not be within easy reach of candidates, who not only do not make the vernacular their special study, but do not pay any attention to it."

High and Middle school exhibitions.

62. Out of the 42 exhibitions, 35 for Hindu and seven for Mahomedan students, in the High and Middle divisions of the two High schools, 35 are filled up, the vacancies on the Hindustani side being so many as five. The two Hindustani exhibitioners are the only Hindustani students in the middle divisions of the High schools, and their number cannot be expected to rise much. The Amraoti master's proposal to turn them into general exhibitions available for all was negatived by the Resident. He writes "I have already said that one new-comer, who was awarded a Mahomedan exhibition, left in spite of the exhibition. In other parts of the country, and even here on the Hindu side, there is a rush for exhibitions; but on the Hindustani side the exhibitions lie vacant for want of donees, and if they are offered they are not taken up."

The Anglo-vernacular school exhibitions.

63. Out of the 95 exhibitions tenable in the Anglo-vernacular schools by pupils of vernacular schools, 83 are filled up; 73 by Hindus and 10 by Mahomedans. The exhibitioners are now properly selected by the Deputy Inspectors, and, on the whole, we take in more promising lads than we used to do before; but as they join in December or January, and as the annual examinations of the Anglo-vernacular schools are held in August, September and October, they do not get full year's

time to pass in the higher standard, and hence many fail. The Educational Inspector says, "that no boy who has been under the standard for less than twelve months should be made to forfeit his exhibition." This is all right; but the remedy is not to leave the school unexamined for his sake or to exclude him from the examination, but to arrange that he shall have attended the school nearly for twelve months before it is examined, and that the Deputy Inspectors shall examine the vernacular schools preparing candidates for exhibitions earlier. I shall issue instructions on this point.

64. Information about scholarships in the Training College is given under that institution.

VIII.—Employment of Students in the Public Service.

65. In the examination held in November for certificates of qualification for the lower grades of the public service, 12 candidates passed out of 37 examined, and none of the Deputy Commissioners writes that any one of these or of those passed in previous years has been employed in Government service under him. I really do not know what becomes of them. With reference to my remarks on this subject in the last report, you enquired whether "a fee, say of Rs. 5, might not be demanded of examinees who are not scholars in Government or aided schools," and though Mr. Aitken replied that it would be advisable to demand some fee, but not so much as Rs. 5, I would say, that unless the obtaining of a certificate be made "an indispensable preliminary to obtaining Government employ," the certificates can possess no value, and if we impose any fee we shall simply relieve ourselves of the trouble of examining the candidates. If the certificate is to confer a distinction on its possessor, he may be made to pay for it.

66. From returns received from Deputy Inspectors, it appears that about 13 students of Government schools found employment in Government offices, including the Railway Department, but excluding the Educational Department. Three of them got into the Revenue, three into the Postal and two into the Police Department. This number is small for the whole of the province, considering that the employments they obtain are of the lowest kind. Government service in Berar is small and can afford but very little encouragement to higher education, nor can people be made to learn for the sake of learning. "The agricultural classes have an idea that education unfits their sons for field labour, *i. e.*, it unsettles their minds and makes them wish for other work than mere manual labour; and there is a good deal of truth in this, as I think we try to educate the Kunbi too much." This statement of the Basim Deputy Commissioner would be true in the case of persons really educated above their wants; but the fact is patent that we do not force education, that in the Lower Primary course, which some of the Deputy Commissioners consider to be insufficient, we try to give the Kunbis nothing beyond what they should have, and that for that little quantity the demand is not general or steady.

67. During the last three months of the year the Educational Department employed, as stated before, 138 new men as pupil teachers and assistants besides those admitted as scholars and exhibitioners in the Training College and High schools. Of these 102 were natives of Berar, and the rest, 36, were resident Beraris or sojourners from other provinces. The acquirements of the new men varied from the 4th to the matriculation standard; the Akola Deputy Inspector did not take any below the 5th standard, and the Ellichpur Deputy Inspector took six even below the 4th. The employment of such a large number caused some excitement; and ex-students now offer themselves to serve as candidates for employment in the Department. If each of the Deputy Inspectors will send a fair number from his district to the Training College, he will soon see his pressing wants supplied and the people stimulated to qualify themselves to higher posts in the Department and in Government service.

IX.—Books.

68. The working of the Book Department will be seen from the following statement:—

Language of books.	Balance on 31st March 1879.		Printed during the year.		Purchased during the year.		Sold during the year.		Balance on 31st March 1880.	
	Books.	Amount.	Books.	Amount.	Books.	Amount.	Books.	Amount.	Books.	Amount.
		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.
English	7,608	3,148 8 7	...	...	1,699	926 3 0	2,597	1,016 12 4	6,710	3,057 15 3
Marathi	70,302	9,262 15 6	60,030	4,375 15 0	19,728	3,768 10 2	46,175	6,886 6 11	1,03,885	10,521 1 9
Sanskrit	2,960	921 15 0	...	...	82	116 4 0	170	157 14 0	2,872	880 5 0
Persian	312	76 3 0	...	...	124	40 9 6	213	57 11 0	223	59 1 6
Urdu	8,104	1,894 9 6	...	...	2,475	315 11 10	3,653	523 4 0	6,926	1,687 1 4
Total...	89,286	15,304 3 7	60,030	4,375 15 0	24,108	5,167 6 6	52,808	8,642 0 3	1,20,616	16,205 8 10

Fresh editions of three of the departmental books, *viz.*, the first and second reading books and the Anklipi, were printed during the year, the 15,000 copies of each of the first two, printed during the preceding year, having been nearly consumed. Books of the value of Rs. 8,165-12-6 were purchased for re-sale, and of Rs. 1,377-9-0 for prizes and school libraries. The total sale proceeds were Rs. 8,642-0-3, under two heads, *viz.*, books sold to purchasers, Rs. 5,800-6-6, and books supplied for prizes and libraries, Rs. 2,841-9-9. Under the first of the two heads, there was an increase of Rs. 225, as compared with the proceeds of the previous year. The branch depôts were well supplied, and there was no complaint anywhere. A profit of about Rs. 780 accrued on the transactions of the year.

69. The money account of the Department is shown below:—

Receipts.

	Rs. a. p	Rs. a. p.
Stock on 31st March 1879...	15,304 3 7	
Cash in hand including subscription to Berar School Paper	52 10 9	
Balance of unadjusted accounts	149 2 0	
		15,506 0 4
Stock received during the year for re-sale, prizes, and library books	9,543 5 6	
Money realized by sale of broken boxes of books	11 7 0	
Subscription to Berar School Paper... ...	2 4 0	
		9,557 0- 6
		25,063 0 10

Disbursements.

	Rs. a. p.	Rs. a. p.
Payments into treasury—		
Sale of broken boxes of books	11 7 0	
Sale proceeds of books and profit on prize and library books	7,009 12 2	
Subscription to Berar School Paper including Rs. 1-11 of last year	3 15 0	
Paid to book-sellers for prize and library books..	1,262 0 2	
Carriage and commission	419 15 8	
Stock on 31st March 1880...	16,205 8 10	
Balance of unadjusted accounts	149 2 0	
Amount debited to profit and loss account ...	0 10 6	
Cash in hand	0 9 6	
		25,063 0 10

X.—Miscellaneous.

School-houses.

70. At the beginning of the year there were 40 school-houses under construction, as stated in my last Report, and nine more were commenced during the year; but only nine were completed, four in the Ellichpur, three in the Amraoti, and two in the Buldana Districts.

71. None of the large number of 30 houses under construction in the Akola District was quite completed before the end of the year. Major FitzGerald states that "the Deputy Inspector passes it over lightly; but I regret to say that there has been very great delay in the construction of school-houses, especially in the Akola Taluk." There are 41 schools in his district which have no houses of their own, and he blames the Civil Department for overlooking their claims. However, when the houses now under construction are all completed, the demands of his district will be almost entirely supplied. Many of them are nearly ready for occupation, and, judging from the five or six I saw, it appeared that the works, carried on under the joint supervision of village officers, school committees, and tahsildars, were substantial, and gave entire satisfaction to the people who had contributed for them. The timber used was generally neem; it was massive, and the people said it would stand for generations. In the hurry with which the works are now being carried on, it is possible that some of it will not be well dried, and insects might attack it. In one or two instances the terrace work did not appear to have been well consolidated. Mr. Deorao, the Tahsildar of Akot, had the largest number of works in his taluka, and I am glad to state he had carried them on with speed and economy. The roofs of the buildings were intended to be of muttee; but he made them of chunam without exceeding the estimates.

72. Of the four buildings completed in the Ellichpur District, two appeared to be good; the one at Savlapur, superintended by the Pandia, Atmaram Sadasheo, was particularly so. I was not satisfied with the other two, which were low and weak, owing to no definite instructions having been given to the village officers who were entrusted with the works and no supervision having been exercised over them.

73. The houses in the Amraoti District were constructed by the Local Fund Engineer, and did not satisfy me nor the people. When I pointed out the defects to the Deputy Commissioner after my visits to the schools, he passed over them by saying "that I have not the very slightest wish to employ the Local Fund Engineer in putting up cheap school-houses on the native model, and shall be glad to see him relieved of all connection with them." The houses were designed on the native model because they were to be cheap and easily repairable by native workmen obtainable in villages. The estimates were prepared by the Local Fund Engineer; and there was no reason for him to make an allowance for cheapness. The fact, however, was that the works were given to be done by contract and never inspected by any one, and "the consequence is, as might have been predicted, failure."

74. The building of the Anglo-Vernacular school at Basim is declared to be irreparable, and I understand Rs. 8,000 have been sanctioned for re-constructing it. The Executive Engineer states that the building cannot be erected in the town or near the locality for which it is wanted for less than Rs. 19,600 on account of deep soil. This is to be regretted; for if constructed on the site proposed, which is beyond the eastern verge of the town, the attendance will be very much smaller than it is now, and in progress also the school will be below its grade.

75. The total expenditure on school-houses during the year, is, as shown in the statement in para. 15, Rs. 25,978-3-8.

School repairs.

76. An expenditure of about Rs. 8,400 was incurred for repairing and improving school buildings, of which about Rs. 1,800 were spent from general revenues and

town fund on High and Anglo-vernacular schools, and about Rs. 6,600 were spent from the cess fund on vernacular schools. It has been found necessary to spend large sums of money to make the open buildings, constructed according to old plans, better suited to school purposes.

School furniture.

77. This heading includes school furniture, maps, chemical and philosophical apparatus, matting, curtains, and gymnastic apparatus. The total expenditure was Rs. 5,112, which included Rs. 1,919 for matting 77 school-houses, including the one for the Akola High school. The people of one village contributed Rs. 50 through the treasury for matting its school-house.

School libraries.

78. A commencement has now been made to supply useful books to schools of all classes. The Amraoti High school purchased books of the value of Rs. 106-14-0 out of its fees, and all the Anglo-vernacular and vernacular schools were furnished with class and other books of the value of Rs. 701-4-9. Hereafter a considerable portion of their fees will be spent in supplying the schools with such books on general literature and school subjects as will be of use to the masters and the pupils.

School gardens.

79. Berar is peculiarly agricultural; except in a few places, the produce is all dry crop, and splendid means of irrigation have been entirely neglected. Well irrigation is confined to the production of commonest and cheapest vegetables, and very few flower and fruit trees are reared. In such a province it would be a great thing if we could get the people to appreciate the pleasure of gardens. Some of them said to me that they would adopt the pattern of our school-houses for their dwelling houses; and to make it more agreeable to them, we have been in some places adorning it with natural ornaments of plants, flowers, and fruit. There are now six school gardens in the Akola District, and preparations have been made for more. In the Basim District one of the masters has planted a garden in the school compound at a monthly cost of Rs. 4, which has been well spoken of by the Deputy Inspector and the Deputy Commissioner. In the Amraoti District the President of the School Committee at Murtazapur, "Mr. Vishvanath Atmaram, has offered to prepare a garden about the school for its use at his own expense." He is willing to lay out a large sum, and I have addressed the Deputy Commissioner on the subject.

I wish to encourage such gardens, and when the fees of the schools afford, to give some allowance from them for their support.

School Committees.

80. These bodies are every year becoming more useful, and by their assistance many schools have possessed good houses, good furniture and good attendance, and have been enabled to make good progress. Major Szczepanski observes that "the applications for new schools, the gifts for school-houses, &c., are not made for the sake of education, but to curry the favour of the authorities, who are seen to place value on such things." This statement may be applicable to his district, and, perhaps, to others also; but there can be nothing wrong in the matter, and there is very little of that "force of a more direct and immediate Government influence and support," which were contemplated by the Resident in making over the management of the village schools to the Deputy Commissioners.

81. We seek co-operation of the people, and in your office Circular No. 973, dated the 26th May 1874, to the Deputy Commissioners, is held out "the promise of a khillat from the Resident, or a chair in the presence of British officers or some honour of the kind for good service rendered in the cause of education." Very few persons have been honoured under the terms of the above circular, and if many assist simply to curry the favour of the authorities, we must congratulate ourselves on having gained a point with means less mercenary than we had proposed to employ.

As Major Szczepanski maintains that education in his district is compulsory, he may not be aware of instances of applications for schools having been made and of assistance for their improvement having been rendered for public

good, but any number of them can be cited from other districts in which neither the Deputy or Assistant Commissioners had spoken to or seen the persons who had given material assistance.

Boarding establishments.

82. The following statement furnishes information regarding the boarding establishments at Akola and Amraoti :—

Locality.	No of boarders on 31st March.		Average monthly No. of boarders during 1879-80.	Average monthly cost for each boarder.
	1879.	1880.		Rs. a. p.
Akola	49	69	47	4 9 0
Amraoti	60	59	56	5 5 4
Total ...	109	128	103	...

The Government grant has been withdrawn, and the institutions are entirely self-supporting. The number at Akola has increased by 20 owing to the increase in the number of Training College students, almost all of whom are boarders. Mr. Aitken was obliged to adopt at Akola the system of charging the actual cost, and to appoint a committee of boarders to make purchases and to look after the expenses. The system appears to have worked well, and there are no complaints.

The charges at Amraoti are higher, and the master accounts for the excess as follows:—

"The food the boarders take here is superior to what they get at home, and when I consider the strain on their mental and physical energies necessitated by hard work in the study room and on the play-ground, and further that it is at their age that their frame is built up, I am unwilling to insist on a poorer diet, particularly when the boys themselves, and apparently their parents, wish otherwise. Indeed some of the boys indulge in other luxuries besides those offered by the boarding."

The circumstances of the boarders at Amraoti appear to be more easy than those of their friends at Akola, or their parents are prepared to make larger sacrifices on account of their education.

The proposals referred to by the head master for increasing the accommodation and providing medical assistance are still before Government.

83. The Anglo-vernacular school at Ellichpur is attended by a large number of students from the district, and they sadly want a lodging place. There is an old serai in the compound of the school-house which is not now used, but which requires extensive repairs. I hope it will be found practicable to fit it up for them.

Literature.

84. The year has been a barren one in literary productions. No book was presented for patronage, and none was printed in any of the presses, except the first two reading books of the Educational Department in the Pramodh Sindhu Press. The author of the *Auk Manorama*, who obtained a prize for it in the previous year, has published the book, and 100 copies of it have been taken by this Department.

85. The Berar School Paper has now completed the 4th year of its existence, and has established its name and usefulness.

Printing presses.

86. There is no change in the number of printing presses reported last year. The *Urdu Akhbar* and the *Varhad Samachar* of Akola have commenced to give regularly English articles or paragraphs in their papers, the former, in a supplement for which he makes a separate charge, and the latter in the body of the paper. The editor of the former states that the addition has "according to the means the press possesses

proved partly successful, several European officers of the province having given their support to it." The *Berar Mitra* of Ellichpur was missing for some time, but has again made its appearance.

Literary institutions.

87. Last year I reported that there were 15 Native libraries in the province. Three of those, *viz.*, Deulgaon Raja, Karinja, and Sendurjana, are stated to have been closed, and four more, *viz.*, Jalgaon, Mehkar, Wun, and Ellichpur, are returned this year, making the total to be 16. There are only five of these libraries, *viz.*, Akot, Khamgaon, Basim, Ellichpur Cantonment, and Amraoti, which seem to be pretty well supplied with books, numbering from 300 to 700, and the last issued to its subscribers the largest number, *viz.*, 753. It also gets the largest number of newspapers and periodicals. The Patel of Pusda has contributed Rs. 1,000 for a building for this institution. The libraries at Amraoti, Ellichpur Cantonment, Akola, and Yeotmal appear to be doing well financially.

Literary societies.

88. Of the three societies mentioned in my last Report, the two Mahomedan ones, *viz.*, Julsa Shahebe Sakib-i Islam of Amraoti and the Mufarih-al Kulub of Akola have virtually ceased to exist. The Vaktrutwotejak Sabha of Amraoti is doing well.

Conclusion.

89. The Educational Report of Berar is not the report of one officer compiled from those of his subordinates. The District Officers, who are joint administrators, send their own reports, and they go to the Resident with the general Report. The opinions expressed in them must carry weight, and to place them before the public the Director of Public Instruction has to notice them in his Report, and to state how far they are supported by facts and how far he agrees or disagrees with them. Hence the Report, instead of being a simple narrative of results, which can be compressed within a small compass, assumes here and there a controversial tone, and increases its bulk. Some of the district and other reports I herewith forward will be found to be very interesting and suggestive.

90. I conclude by saying that I have received cordial assistance from every side, and that the subordinate officers of the Department have worked with zeal in carrying on the duties entrusted to them. The report of the Educational Inspector will show how sympathisingly he has taken share in the proceedings of the year; the splendid result of the Amraoti High School and the interest taken in its working, will bear testimony to the industry, talents, and successful management of Mr. Vishnu Moreshwar Mahajani, its head master; the educationally flourishing condition of the Akola District reflects much credit on its popular Deputy Inspector, Mr. Bajaba Ramchandra, and the improvement which may be observed in the several branches, small as it is, is the result of the exertions of all the officers including many masters of schools, both Anglo-vernacular and vernacular. The Resident had an opportunity of seeing this year what the Department was doing, and I hope it will not be presumptuous to say that, on the whole, he appeared to be satisfied with the work.

I have the honour to be,

Sir,

Your most obedient Servant,

NARAYAN B. DANDEKAR,

Director of Public Instruction,

Hyderabad Assigned Districts.

APPENDICES.

EDUCATION.

GENERAL FORM No. I.—*Return of Colleges, Schools, and Scholars for the official year* 1879-80.

Area and population of the Province.					Colleges, schools, and scholars.		Secondary education.		Primary education.	Special or technical education.	Percentage of schools and scholars to population.			Remarks.
No. of districts.	No. of divisions.	Total area.	Cultivated area.	Total population.			High schools.	Middle schools.	Primary schools.	Normal schools.	High schools.	Middle schools.	Primary schools.	
1	2	3	4	5	6		7	8	9	10	11	12	13	14
6	1	17,711	* 11,162	2,227,654	Institutions.	For Males ...	2	5	693	1	·00009	·0002	·03	*As entered in the Administration Report of the Hyderabad Assigned Districts for 1878-79.
						For Females...	...	...	11	...	...	...	·0004	
						Total ...	2	5	704	1	·00009	·0002	·03	
					Scholars ...	Males ..	44	169	27,773	53	·001	·007	1·2	
						Females ...	...	...	368	...	...	...	·01	
						Total ...	44	169	28,141	53	·001	·007	1·2	

EDUCATION.

General Form No. II.—*Return of Colleges, Schools, and Scholars for the official year* 1879-80.

Class of Institutions.	Government Institutions.							Aided Institutions.							Unaided Institutions under regular inspection							Grand total of Institutions.	Grand total of scholars on 31st March.	Grand total of scholars on 31st March learning			Classification according to race or creed on 31st March.					Remarks.
	No of Institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance.	No. of scholars on 31st March learning: English.	A classical language	A vernacular language.	No. of institutions.	No of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance.	No of scholars on 31st March learning: English.	A classical language	A vernacular language.	No. of institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance.	No. of scholars on 31st March learning: English.	A classical language.	A vernacular language.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	(a) 28	(b) 28	(c) 28	(d) 28	(e) 28	29
Secondary education. — *High and Middle Schools.* — For boys. — High schools, English..	2	44	37	30	44	40	14	..	...	...	..	...	...	...	...	..	...	...	...	...	...	2	44	44	40	14	...		43	1	...	
Secondary education. — *High and Middle Schools.* — For boys. — Middle schools, English..	5	169	160	134	169	138	160	..	...	...	...	...	...	...	..	...	.	...	.	...	...	5	169	169	138	169	...	1	166	2	...	
Primary education. — For boys — English..	2	23	20	17	23	23	23	1	14	14	12	14	...	...	2	21		...	21	..	...	5	58	58	23	23	35	...	4	19	..	
Primary education. — For boys — Vernacular ...	459	23,810	21,591	15,774	534	...	23,810	47	1,342	1,247	959	...	..	1,342	182	2,563	...	...	...	...	2,563	688	27,715	534	...	27,715	...	21	24,202	3,478	14	
Primary education. — For girls. do. ...	10	334	310	215	...	...	334	1	34	35	22	...	...	34	...	...	...	...	...	...	...	11	368	...	...	368	2	..	268	96	...	
Schools for special or technical training.																																
Normal schools for masters	1	53	40	34	...	9	53	..	...	...	...	.	...	...	...	...	...	...		...	...	1	53	...	9	53	..	.	43	10	...	
Total ...	479	(a) 24,433	22,158	16,204	770	210	24,403	49	(b) 1,376	1,296	993	14	...	1,376	184	(c) 2,584	...	...	21	...	2,563	712	28,407	805	210	28,342	37	24	24,726	3,606	14	

(a.) Includes 56 girls. (b.) Includes 21 girls. (c.) Includes 22 girls.

EDUCATION.

General Form No. III.—*Return of Expenditure on Educational Establishments, Hyderabad Assigned Districts, for the official year* 1879-80.

Class of Institutions.	Expenditure. Government Institutions. Provincial revenues.	Educational cess.	Town Fund.	Municipal Fund.	Subscriptions.	Fees.	Total.	Aided Institutions. Provincial revenues.	Educational Cess.	Town Fund.	Fees.	Other sources.	Total.	Total Government expenditure.	Total expenditure from other sources.	Grand total of expenditure.	Percentage of expenditure.	Average annual cost of educating each pupil. Government Institutions. Total cost.	Cost to Government.	Aided Institutions. Total cost.	Cost to Government.	Remarks.
1	2-a	2-b	2-c	2-d	2-e	2f	2	3-a	3-b	3-c	3-d	3-e	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Secondary education. *High and Middle Schools.*																						
For boys, English ...	21,440	...	...	...	...	1	21,441	...	...	...	...	...	...	21,440	1	21,441	6·8	108 13 5	108 13 4	...	...	
Primary education. *Primary Schools.*																						
For boys .. English ...	1,665	...	...	...	...	...	1,665	435	...	...	159	...	594	2,100	159	2,259	·7	83 3 2	83 3 2	42 6 10	31 1 2	
For boys .. Vernacular ...	1,17,344	47,443	216	598	...	1,167	1,66,768	967	1,384	120	3,298	644	6,413	1,18,311	54,870	1,73,181	54·9	7 11 5	5 6 10	5 2 3	0 12 5	
For girls, Vernacular ...	1,813	...	1,318	499	...	...	3,630	150	...	...	...	168	318	1,963	1,985	3,948	1·3	11 11 4	5 13 7	9 1 4	4 4 7	
Schools for special or technical training.																						
Normal school for Masters ...	3,306	498	...	...	...	...	3,804	...	...	...	...	...	...	3,306	498	3,804	1 2	95 1 7	82 12 5	...	...	
Direction	20,433	...	...	...	...	...	20,433	...	...	...	...	...	...	20,433	...	20,433	6·5	...	...	...	...	
Inspection	27,765	518	...	...	...	...	28,283	...	...	...	...	...	...	27,765	518	28,283	9·	...	...	...	...	
Scholarships .. Colleges	1,801	...	...	...	...	...	1,801	...	...	...	...	...	...	1,801	...	1,801	·6	...	...	...	...	
Scholarships .. Schools	5,996	2,011	...	...	...	...	8,007	...	...	...	...	...	...	5,996	2,011	8,007	2·5	...	...	...	...	
Buildings	5,769	13,539	169	...	6,502	...	25,979	...	...	...	...	...	...	5,769	20,210	25,979	8·2	...	...	...	...	
Miscellaneous	(a)14,423	(b)11,188	356	...	50	336	26,353	...	...	...	...	...	...	14,423	11,930	26,307	8·3	...	...	...	...	
Total...	2,21,755	75,197	2,059	1,097	6,552	1,504	3,08,164	1,552	1,384	120	3,457	812	7,325	2,23,307	92,182	3,15,489	...	...	...	...	...	

(a).—Book and prize allowance . Rs. 2,600
Book Depot .. ... . „ 9,131
Repairs . ... „ 1,471
Furniture .. .. „ 1,002
Boarding charges and gratuities .. „ 219
Rs 14,423

(b).—Repairs... ... ... Rs. 6,605
Furniture ... ... „ 3,832
Allowance to clerks in Deputy Commissioners' Offices and gratuities ... ... „ 751
Rs 11,188

EDUCATION.

GENERAL FORM No. IV.—*Return showing the result of prescribed Examinations during the official year* 1879-80.

Nature of Examination.	No. of Institutions sending Examinees.			Number of Examinees.				Number passed.				Percentage of passed scholars on total No. on rolls at the beginning of the year.	
	Government institutions.	Other institutions.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Schools.													
Matriculation	2	...	2	11	...	...	11	6	...	...	6	17·1	...
Middle school examination	2	...	2	25	...	...	25	16	...	..	16	11·2	...
Upper Primary school examination ... ... Boys ...	22	...	22	123	...	...	123	71	...	...	71	3·4	...
Upper Primary school examination ... ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary school examination ... ... Boys ...	385	31	416	2,438	140	...	2,578	1,032	42	...	1,074	5·4	1·2
Lower Primary school examination ... ... Girls ...	6	1	7	21	1	...	22	12	1	...	13	3·8	3·4

R145a—11

EDUCATION.

SUBSIDIARY FORM No. II.—*Statistical Return of High and Middle Schools (English and Vernacular) for Boys for the official year* 1879-80.

District.	Name or Class of Institution.	No. of institutions.	No. of scholars on the rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March.			No. of scholars on 31st March learning				Expenditure.	Annual cost of educating each scholar.		No. passed.		Remarks.
			In High schools.	In Middle schools.	Total.			Native Christians.	Hindus.	Muhammadans.	English.	Vernacular.	Persian.	Sanskrit.	Grants from Provincial Revenues.	Total cost.	Cost to Government.	Matriculation or equal examination.	Middle school examination.	
1	2	3	4-(a)	4-(b)	4	5	6	7-(a)	7-(b)	7-(c)	8-(a)	8-(b)	8-(c)	8-(d)	9	10	11	12	13	14
																Rs. a. p.	Rs. a. p.			
	English Schools, Government.																			
Akola ...	Akola High School ...	2	21	59	80	72	56	...	79	1	80	72	1	76	9,858	136 14 8	136 14 8	...	6	The expenditure under Fees being under one Rupee is omitted.
Buldana ...	Malkapur Anglo-Vernacular ...	1	...	10	10	10	9	...	10	...	10	10	...	...	1,256	125 9 7	125 9 7	...	...	
Basim ...	Basim do. ...	1	...	7	7	6	4	1	6	...	7	7	...	...	1,205	200 13 4	200 13 4	..	...	
Amraoti ...	Amraoti High School ...	2	23	79	102	97	85	..	101	1	102	80	1	100	7,621	78 9 1	78 9 1	6	10	
Ellichpur ...	Ellichpur Cantonment Anglo-Vernacular School ...	1	...	14	14	12	10	...	13	1	14	14	...	...	1,500	125 0 0	125 0 0	...	...	
	Total...	7	44	169	213	197	164	1	209	3	213	183	2	176	21,440	108 13 4	108 13 4	6	16	

SUBSIDIARY FORM No. IV.—*Statistical Return of Primary Schools*

District.	Name of Class of Institution.	No. of Institutions.	No of scholars on the rolls on 31st March. In Upper division	In Lower division.	Total.	Average No on rolls during the year	Average daily attendance.	Classification according to race or creed of the scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
1	2	3	4-a	4-b	4	5	6	7-a	7 b	7-c	7-d	7 e
	English Schools.											
Akola.	Government	1	8	...	8	11	9	...	...	1	7	...
Amraoti	Government	1	15	...	15	9	8	...	..	3	12	..
	Unaided	2	...	21	[a] 21	...	...	21	..	...	..	...
	Total ...	3	15	21	36	9	8	21	...	3	12	...
Ellichpur.	Aided	1	...	14	[b] 14	14	12	14	...	...	...	...
	Total Government schools...	2	23	...	23	20	17	..	...	4	19	...
	Total aided schools ..	1	...	14	14	14	12	14	...	...	..	...
	Total unaided schools ...	2	..	21	21	...	...	21	...	...	...	...
	Grand Total English schools...	5	23	35	58	34	29	35	...	4	19	..
	Vernacular Schools.											
Akola.	Government	106	894	6,043	[c] 6,937	6,327	4,810	...	5	6,129	798	5
	Aided	12	26	372	398	328	243	...	1	247	50	..
	Unaided	50	...	809	809	...	...	...	...	666	143	...
	Total ..	168	920	7,224	8,144	6,655	5,053	...	6	7,142	991	5
Buldana.	Government	78	442	3,465	[d] 3,907	3,426	2,480	...	4	3,232	662	8
	Aided	18	...	401	401	401	302	...	...	401	...	...
	Unaided	23	...	262	262	...	...	...	..	246	16	...
	Total	119	442	4,128	4,570	3,827	2,782	...	4	3,880	678	8
Basim.	Government	58	179	2,075	[e] 2,254	2,089	1,552	...	1	1,994	259	...
	Aided	7	...	200	[f] 200	186	149	...	.	200	.	..
	Unaided	23	...	247	[g] 247	...	...	...	.	202	45	...
	Total ...	88	179	2,522	2,701	2,277	1,701	...	1	2,396	304	...
Amraoti	Government	97	477	4,587	[h] 5,064	4,600	3,299	...	...	4,416	647	1
	Aided	2	6	95	101	92	72	..	6	86	9	...
	Unaided	38	2	590	592	...	...	...		555	37	..
	Total ...	137	485	5,272	5,757	4,692	3,371	...	6	5,057	693	1
Wun.	Government	50	100	1,781	[j] 1,881	1,754	1,231	...	3	1,638	240	..
	Aided	1	...	18	18	18	14	...	...	18	...	...
	Unaided	1	...	25	25	...	...	...	...	25	...	...
	Total .	52	100	1,824	1,924	1,772	1,245	...	3	1,681	240	...
Ellichpur.	Government	70	340	3,427	[k] 3,767	3,395	2,402	...	1	3,264	502	..
	Aided	7	..	224	224	220	179	...	..	221	3	...
	Unaided	47	...	628	628	...	...	..		561	67	...
	Total ...	124	340	4,279	4,619	3,615	2,581	...	1	4,046	572	...
	Total Government schools...	459	2,432	21,378	23,810	21,591	15,774	...	14	20,674	3,108	14
	Total aided schools ...	47	32	1,310	1,342	1,247	959	...	7	1,273	62	...
	Total unaided schools ...	182	2	2,561	2,563	..	..	...	..	2,255	308	...
	Grand Total Vernacular schools	688	2,466	25,249	27,715	22,838	16,733	...	21	24,202	3,478	14
	Grand Total English and Vernacular schools.	693	2,489	25,284	27,773	22,872	16,762	35	21	24,206	3,497	14

(a) Includes 7 girls
(b) Do 11 do.
(c) Do. 20 do.
(d) Includes 21 girls.
(e) Do. 7 do.

CATION.

(*English and Vernacular*) *for Boys for the official year* 1879-80.

No. of scholars on 31st March learning			Expenditure.							Annual cost of educating each scholar.		No. passed.		
English.	Vernacular.	Persian.	Grants from Provincial Revenues	Educational Cess.	Town Fund.	Municipal Fund.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary school examination.	Lower Primary school examination.	Remarks.
8-a	8-b	8-c	9-a	9-b	9-c	9-d	9-e	9-f	9	10	11	12	13	14
										Rs. a. p.	Rs. a. p.			
8	8	8	527	...	...	...	...	...	527	47 14 7	47 14 7	1	...	
15	15	15	1,137	...	...	...	...	...	1,137	126 5 4	126 5 4	...	...	
21	...	...	...	...	..	...	...	...	...	...	...	...	...	
36	15	15	..	...	...	..	...	...	1,137	126 5 4	126 5 4	...	...	
14	...	...	435	...	...	...	159	...	594	42 6 10	31 1 2	...	...	
23	23	23	1,664	...	...	...	...	...	1,664	83 3 2	83 3 2	1	...	
14	...	...	435	...	...	...	159	...	594	42 6 10	31 1 2	...	...	
21	...	...	...	...	...	...	...	...	...	...	...	...	...	
58	23	23	2,099	...	...	..	159	...	2,258	66 6 7	61 11 9	1	...	
191	6,937	..	35,034	12,105	216	...	355	.	47,710	7 8 8	5 8 7	20	380	
...	398	...	607	307	...	...	374	644	1,932	5 14 3	1 13 7	...	8	
...	809	...	...	...	...	...	...	..	...	...	...	...	...	
191	8,144	...	35,641	12,412	216	...	729	644	49,642	7 7 4	5 5 8	20	388	
111	3,907	...	20,647	8,081	..	...	221	..	28,949	8 7 2	6 0 5	8	150	
...	401	...	..	499	120	...	1,502	...	2,121	5 4 8	...	...	20	
...	262	...	...	..	...	..	...	...	...	...	...	...	...	
111	4,570	...	20,647	8,580	120	...	1,723	.	31,070	8 2 10	5 6 3	8	170	
24	2,254	...	13,560	3,993	...	...	146	...	17,699	8 7 7	6 7 10	7	107	
...	200	...	...	176	...	...	428	...	604	3 3 5	...	...	2	
...	247	...	...	...	...	...	...	...	...	.	...	...	...	
24	2,701	...	13,560	4,169	...	...	574	...	18,303	8 0 7	5 15 3	7	109	
100	5,064	...	21,213	11,628	...	360	255	...	33,456	7 4 4	4 9 9	15	186	
...	101	...	360	103	...	...	265	...	728	7 14 7	3 14 7	...	...	
...	592	...	...	...	...	...	...	...	...	..	...	..	5	
100	5,757	...	21,573	11,731	...	360	520	...	34,184	7 4 7	4 9 7	15	191	
30	1,881	...	11,871	3,877	...	...	...	...	15,748	8 15 8	6 12 3	7	68	
...	18	..	...	17	...	...	56	...	73	4 0 11	...	...	...	
...	25	...	...	...	...	...	...	...	...	...	...	...	...	
30	1,924	...	11,871	3,894	..	..	56	..	15,821	8 14 10	6 11 2	7	68	
78	3,767	...	15,019	7,758	..	238	189	..	23,204	6 13 4	4 6 9	13	141	
...	224	...	..	281	...	...	673	...	954	4 5 5	...	...	6	
..	628	..	...	...	...	...	...	...	...	...	...	...	1	
78	4,619	..	15,019	8,039	...	238	862	...	24,158	6 10 11	4 2 6	13	148	
534	23,810	...	117,344	47,442	216	598	1,166	...	166,766	7 11 7	5 6 11	70	1,032	
...	1,342	...	967	1,383	120	...	3,298	644	6,412	5 2 3	0 12 5	...	36	
..	2,563	...	...	...	...	...	...	...	...	...	...	...	6	
534	27,715	...	118,311	48,825	336	598	4,464	644	173,178	7 9 4	5 2 5	70	1,074	
592	27,738	23	120,410	48,826	336	598	4,624	644	175,438	7 10 9	5 4 3	71	1,074	

(*f*) Includes 10 girls.
(*g*) Do. 15 do
(*h*) Do. 1 do.

(*j*) Includes 2 girls.
(*k*) Do. 5 do.

EDUCATION.

SUBSIDIARY FORM No. V.—*Statistical Return of Primary Schools (English and Vernacular) for Girls for the official year* 1879-80.

District	Name or Class of Institution.	No. of Institutions.	No. of scholars on the rolls on 31st March			Average No. on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March.				No. of scholars on 31st March learning	Expenditure.					Annual cost of educating each scholar.		No passed		Remarks.
			In Upper division.	In Lower division.	Total.			Hindus.	Mahomedans.	Native Christians.	Europeans or Eurasians	Vernacular.	Provincial revenues.	Town fund	Municipal fund.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary school examination	Lower Primary school examination	
1	2	3	4-(a)	4-(b)	4	5	6	7-(a)	7-(b)	7-(c)	7-(d)	8	9-(a)	9-(b)	9-(c)	9-(d)	9	10	11	12	13	14
	Vernacular Schools.												Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs.	Rs.	
Akola ...	Government	2	5	43	48	44	32	48	...	...	...	48	324	162	162	...	648	14 11 8	7 5 10	...	4	
	Aided...	1	2	32	34	35	22	34	...	...	...	34	150	...	...	168	318	9 1 4	4 4 7	...	1	
	Total ..	3	7	75	82	79	54	82	..	...	...	82	474	162	162	168	966	12 3 8	6 0 0	...	5	
Buldana ...	Government	4	5	155	160	147	100	68	92	...	...	160	754	756	...	...	1,510	10 4 4	5 2 1	...	3	
Basim ...	Do.	1	...	32	32	28	19	30	...	2	...	32	131	...	133	...	264	9 6 10	4 10 10	...	2	
Amraoti ...	Do.	1	3	35	38	35	24	36	..	...	2	38	203	...	203	...	406	11 9 7	5 12 10	.	1	
Ellichpur ...	Do.	2	8	48	56	56	40	52	4	...	...	56	378	378	...	...	756	13 8 0	6 12 0	..	2	
	Total Government schools	10	21	313	334	310	215	234	96	2	2	334	1,790	1,296	498	...	3,584	11 9 0	5 12 5	...	12	
	Total Aided schools ...	1	2	32	34	35	22	34	...	...	...	34	150	...	...	168	318	9 1 4	4 4 7	...	1	
	Grand Total Vernacular schools ...	11	23	345	368	345	237	268	96	2	2	368	1,940	1,296	498	168	3,902	11 5 0	5 10 0	..	13	

EDUCATION

SUBSIDIARY FORM No. VI.—*Statistical Return of Schools for special or technical training for the official year* 1879-80.

District.	Name or Class of Institution.	No. of institutions	Total number of scholars on the rolls on 31st March	Average No. on the roll during the year	Average daily attendance.	Classification according to race or creed of the scholars on 31st March		Number of scholars on 31st March learning		Expenditure.			Annual cost of educating each pupil.	
						Hindus	Muhammadans.	Vernacular	Persian.	Grants from provincial revenues	Educational cess.	Total.	Total cost	Cost to Government.
													Rs. a p	Rs a. p.
	D.—Normal school for Masters.													
Akola ...	Government ...	1	53	40	34	43	10	53	9	3,306	498	3,804	95 1 7	82 10 5

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
Hyderabad Assigned Districts,
Akola, 3rd June 1880.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

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No. 5177 of 1881.

Memo. on the Report of the Director of Public Instruction, Hyderabad Assigned Districts, for the year 1880-81.

In submitting the Educational Report for the year 1880-81, I must premise by stating that I feel myself at a very great disadvantage in being called upon to review a report of this description for a period during which much correspondence connected with the administration of the Department went on, and of which I know nothing, and for the study of which I have no time, for the Report was due in the Resident's office on the 1st July.

The Report was received from the Director of Public Instruction on the 16th June, sent to the Residency Press to be printed before review on the 20th idem, and received back in this office on the 10th September.

Paras. 2 and 3.

2. In his opening para. the Director of Public Instruction points to census operations as having greatly impaired the measure of success anticipated at one time for his Department. There is no doubt that the Educational Department was largely indented upon for assistance in taking the census, but, so far as I have been able to ascertain from the records of this office, every effort was made to interfere as little as possible with the legitimate duties of educational officers.

It must be admitted, however, that the time during which "all the masters, all their assistants, and all the Deputy Inspectors," were engaged in census duties as shown by the Director, cannot but have affected harmfully educational interests, though to what extent will not be fully known till the report of the current year is brought out.

Paras. 4 and 5.

3. So far as the figures given in the next succeeding paras. of the Report show, however, it is satisfactory to find that though there was a decrease of 4 in the number of Government schools, there was an increase of 1,894 in the number of scholars, the more so as the increase in the previous year was also considerable. At present therefore the ill effects of census operations on education have not been apparent.

Paras. 6, 7 and 8.

4. The remarks made in para. 6 do seem to me to point to something not altogether satisfactory, for Deputy Commissioners and their Deputy Inspectors ought surely to be able to say decidedly whether the figures given are reliable, and the result of the "improvement in the system of reporting," or entirely fictitious. I think the suggestion made by the Director in this para. is a proper one, to the effect that we should either be certain that our information is correct, or we should exclude from our returns all schools that have not been inspected during the year.

Para. 9.

5. The advisability of opening branch schools was the subject of correspondence during the year between this office and that of the Director of Public Instruction. The experiment has been tried in two districts, but it is said to be too soon yet to pronounce a decided opinion on its success.

Pupils attending these schools are taught up to the 2nd standard only, after which it is expected they will pursue their studies in the main school.

Paras. 10, 11, and 12.

6. The figures given in these paras. I think justify the opinion expressed by the Director, that educational prospects are improving, more or less, in all of the districts but one. The percentage of scholars to population as given in para. 13 of the Report compares favorably with the figures obtained in other provinces.

The percentage of scholars to population in the Central Provinces for 1880-81 was :—

On the total number of schools	...	...	·9
On Government schools only	...	...	·7

while in Berar the figures for the same period are 1·4 and 1·2 respectively.

In 1879-80 the figures for the Punjab and North-West Provinces are given below :—

	On total number of schools.	On Government schools.
Punjab ...	... ·6 ...	... ·5
North-West Provinces	... ·5 ...	... ·4

These figures are very favourable to Berar, but the Director has failed to note the comparison, and necessarily omits any mention of the subject.

Paras. 14 and 15.

7. In his review (para. 24) for last year, the Commissioner pressed the advisability of imposing a re-admission fee with a view to checking pupils withdrawing from the schools for longer or shorter periods.

The remarks made in the Report show that in four out of the six districts has the proposal been adopted, though so late in the year as to render it impossible to judge of the results of the measure. The opinion of Deputy Educational Inspectors, so far as it goes, seems to point rather to the inutility of the change; and the Deputy Commissioner, Ellichpur, is of opinion that if the system has the effect of preventing parents hastily withdrawing their children, it will also prevent those who formerly sent them irregularly for short periods from sending them at all.

8. The figures shown in para. 15 of the Report point, in my opinion, to the inadvisability of our raising our ordinary admission fees. The Director certainly shows in this para. that we are stricter in the mode in which we levy fees, and that we realize proportionably to the number of our schools and scholars more from the public than is the case in other provinces.

Para. 17.

9. It appears that the principle laid down in the Commissioner's Review of the Report for the previous year has not been lost sight of.

Paras. 31 to 35.

10. In his Chapter IV., on secondary education, the Director is anxious to controvert the apparently hitherto accepted opinions that Berar is behind other provinces in its educational efforts, as judged by its results in the matter of matriculation; and I think it must be admitted that he has not been altogether unsuccessful. In the year under report he shows that out of 14 boys presented, 8 matriculated, giving a percentage of 57. And he then goes on to show that while it would not be fair to pin our faith to the results of one year, yet the results of the past nine years go far to support his assertions that Berar is not so lamentably behind other provinces as at first sight appears.

Paras. 36 and 37.

11. There are only five schools in Berar in which the course comprising standards 7 to 9, both inclusive, and known as the Middle school course, is taught. Taking the totals of these five schools into account, there is an increase in the number of pupils on the rolls at the end of the year of 27 only. The average number on the rolls and the average daily attendance during the year also show improvement over the preceding year; but the Director is of opinion that, as boys cannot be got to remain long enough to go through *their whole* middle course, but stop short generally after passing the 7th standard, it is unnecessary to keep up this middle class of instruction in these schools. The Inspector has also made some remarks on

this subject, and points out that while highly paid head masters are employed in teaching a few boys under standard VII., thereby increasing the cost of *Middle* education, the classes under the higher standard (6th) of the primary course are deprived of the teaching of these latter masters, with the result that the number of boys annually returned as having passed the Upper Primary school examination is much reduced. The subject is one, in my opinion, worthy of consideration, and I am inclined to think with the Director of Public Instruction that the necessity of keeping up this so-called middle education is doubtful.

Paras. 38 to 40.
General Form IV.

12. The figures given in these paras. of the Report are certainly satisfactory as compared with those of the former year.

The number of scholars under tuition increased by 1,894, while the number who passed the Upper and Lower Primary school standard of examination increased by 267.

Paras. 42 to 54.

13. In these the Director has explained the causes which in his opinion are answerable for the small results attending our Berar system of education as compared with the Central Provinces. It is impossible to compare the figures given in paras. 43, 44, and 46 of this Report without being convinced that (1) the results of examinations in Berar are yearly improving, and (2) that the system followed in Berar more nearly follows that of the Bombay Presidency than that of the Central Provinces. Mr. Jones will be able to deal with the Director's remarks on this subject better than I can.

I am unable to understand why such a general outcry is raised in Berar against the teaching of Balbodh. This character, it has always seemed to me, bears only the same relation to Modi that English printing does to English manuscript, and yet no one ever heard of an English boy being taught to read running hand before he had learnt his A B C in print.

Para. 56.

14. There has been some correspondence on the subject mentioned in this para., but a final decision in the matter depends on a reply awaited from the Director to a reference made from this office.

Paras. 57 and 58.

15. The figures in these paras. would seem to show that some improved results had been achieved in Urdu education of Mahomedans. In para. 13 of last year's Review it was stated that Mr. Mahomed Ruzza Khan would be called upon to visit and report on this class of schools. He did so, as far as the Amraoti District was concerned, and the result was anything but favourable, either to the inspection work done by the Educational Inspector, or generally to the educational abilities of the masters. I cannot find that anything was done after the receipt of Mr. Mahomed Ruzza's reports.

Paras. 59 to 61.

18. Female education seems still to be declining.

There were eight schools open at the end of the year, with 282 scholars. The total sum expended on the education of these was Rs. 2,985-8-2, and of the above number seven only passed in Lower Primary school education. The above figures almost suggest to me whether we should not admit that the time has not yet arrived for our attempting any systematic plan of female education; for, judged by its results, female education exists, it may be said, but in name.

The effect of appointing Marathi assistant masters, a subject which was referred to in last year's Report, has yet to be seen. Such masters have been appointed to but two schools. The Deputy Commissioner, Ellichpur, however, represents that the percentage of Mahomedans learning Marathi to the total number of Mahomedan students has increased from 40 to 42. This rather supports the view expressed in para. 15 of last year's Review.

19. There is little good said in this Report regarding the two Mission schools maintained in Berar, or of the European and Eurasian school at Ellichpur. The Deputy Commissioner and the Educational Department seem to be at issue regarding the usefulness of the school at Buldana. It is not quite clear to me why it is called a "Mission school," if the mission spends nothing upon it. The Akola Mission school, which was mentioned very unfavourably last year, has, during the year under report, been closed. Another effort is, I am aware, being made at Akola to provide a school for Europeans and Eurasians, and I hope it will be more successful than those in the past.

Paras. 62 to 69

The total sum allowed by Government as aid to the education of Eurasians and Europeans is Rs. 600 per annum, which is granted to the school at Ellichpur, the condition of which as described in the Report under review is anything but encouraging.

Of the three private native girls' schools which are aided, it is reported that they promise well; and it is to be hoped that this promise may be realised.

Altogether, the Director is evidently not in favour of aiding private schools either by fixed or result grants, and I must say that I am inclined to agree with him. There must, in my opinion, be something wrong, when in the face of the expressed unwillingness and inability of the people to maintain a school, they were forced to re-open it under an agreement which they had previously made It is quite clear that there could under these circumstances have been no real craving for knowledge and education on the part of the people, and it seems to me that it would have been far better to have at once stopped the grant and closed the school I cannot find that any report was made on this subject to this office during the year.

Education in jails has made a start, though that is all that can at present be said.

It is a good feature in this Report I think, the appreciation both by the students and by the public of physical education as noticed in para. 69 of the Report.

20. From the figures shown in this section of the Report, it appears that out of 59, the average number of pupils, 17 passed the first year's course, and eight the second year's course. The Director has some remarks on the subject of the Normal Training College, and proposes to apply for some alteration in its rules.

Paras. 70 to 72.

The total amount expended on this institution was Rs. 3,860, which was all met from provincial revenues. The average total cost provided from the same source per student was Rs. 65-6-9 per annum, which I notice is rather less than half the cost borne by Government in the Central Provinces, where the average annual cost per pupil is Rs. 133-10-6.

21. Rules are under preparation, and will be submitted shortly for the Resident's approval, under which candidates for Government service will be obliged before obtaining situation of a certain class to obtain a certificate of educational acquirements. Some measure of this sort is, in my opinion, much needed both in the interest of Government and in fairness to those who have taken the trouble to endeavour to fit themselves for Government employ.

Paras. 79 to 81.

22. From correspondence which I have lately seen in regard to certain school-houses in the Akola District, there seems to be some doubt as to the capability of unprofessional men to undertake the work of building school-houses likely to last. The subject is under reference. The Director seems on the whole to be satisfied with what has been done in the Akola District through tahsildars, aided "by local officials and members of school committees."

Section X.

There is no doubt that tahsildars and the above-mentioned members can work more economically than Local Fund Engineers, but the question is whether both will turn out " work of the same quality." I myself doubt it; and work which may, at first starting, appear to be more expensive, often proves to be the cheapest in the long run.

23. It is very satisfactory to find that the school committees are generally of great assistance, and that the Director is able to predict still greater things of them. There seems to have been a curious misapprehension of the term " unofficial " in reference to the composition of these local committees. I may be mistaken, but it seems to me that it could never have been intended to include our patels and patwaris in the official class. These are the very people, in my opinion, who should be at the head of these local committees.

24. Most of the subjects referred to in last year's Review appear to have received attention at the hands of the Director during the year under report, though a few more subsidiary statements might perhaps have been appended to the Report, as is the case in other provinces.

25. I would commend to the notice of the Resident those gentlemen, official and non-official, European and native, who have been named by the Director in the concluding paras. of his Report as having in the year under report aided the cause of education. The reports of District Officers and the Deputy Educational Inspectors prove that their interest in the subject does not flag. It is satisfactory also to find that of his own immediate subordinates, the Director has a long list whom he can name favorably. Mr. Dandekar has for himself during his connection with Berar established the reputation of being a straight-forward, hard working, and honest Government servant.

J. G. BELL, LIEUT.-COLONEL,

Offg. Commissioner,

Hyderabad Assigned Districts,

COMMISSIONER'S OFFICE, H. A. D.,
Amraoti, 28*th September* 1881.

No. 585 of 1881-82.

From

The DIRECTOR of PUBLIC INSTRUCTION,

Hyderabad Assigned Districts,

To

W. B. JONES, Esquire, C. S.,

Commissioner,

Hyderabad Assigned Districts.

Dated Akola, 16*th June* 1881.

Sir,

I have the honour to submit the Annual Report on Public Instruction in the Hyderabad Assigned Districts for the year ending on 31st March last.

I.—Introduction.

2. The year was, on the whole, favourable to the progress of education. The very great anxiety caused by the scantiness of rain during the early part of the monsoon was removed by later showers, which produced a plenty not seen by the people for years. The failure of the cotton crop in some parts, however, caused great poverty among the agriculturists, who were obliged to sell their grain-produce at prices perhaps the lowest they have known since the introduction of the railway line, and thus had to suffer great privations amidst general abundance.

3. The very great success which the masters anticipated under the favourable circumstances was greatly impaired by the intervention of census work, on which all the masters, all their assistants, and all the Deputy Inspectors were engaged from November to the end of the year, and were obliged to leave their work, and many their posts, to supervise or superintend the census operations in villages situated at the distance of 20 or 30 miles, and to travel to and fro to receive instructions from, and to show their work to their superiors. The attendance at schools for two or three months was nominal, and instruction *nil*. "When parents saw schools closed or only kept open by a boy of the 1st class, they did not care to send their boys." Many of the masters hoped to regain the lost ground by teaching their schools in the month of May, but then also many of them had to work harder in the census office than they ever did before and become quite enervated. Mr. Knowlys, who was himself a census officer, observes that "it is to be regretted that so much of the saving of the cost of the census had to be effected at the cost of the Educational Department. It will, I fear, take some time for schools to recover." As the inspection of many of the schools was finished by the time the census work commenced, the results of examination of those schools were not lost to the Department, as in the case of those schools which were examined in February and March. I fear next year I shall have to deplore a great falling-off, as the masters who worked in Mr. Kitts' office in April and May told me that they could hardly teach anything since the last examination of their schools. Education, however, did progress in spite of the obstacle; and the advance over the preceding year noticed in the following pages, will, I hope, appear to be adequate enough under the retarding circumstances.

Number of schools and scholars on 31st March.

4. The following is a comparative statement of all the Government and private schools in the province, with their scholars:—

Years.	No. of schools on 31st March.	No. of scholars on 31st March.	Area of the province in square miles.	Population of the province.	Average No. of square miles to each school.	Percentage of scholars to population.
1879-80 ...	712	28,407	17,711	2,227,654	24·8	1·2
1880-81 ...	875	32,221			20·2	1·4

The increase of 163 schools and 3,814 scholars is considerable after a large one of the preceding year, and is a sign of increased desire for education. There is now a school for 20 square miles, instead of for every 25 square miles, as in the last year, and the percentage of total number of scholars to population has increased from 1·2 to 1·4.

Government and private schools and their scholars.

5. In the following table Government and private schools are shown separately:—

Years.	Government.		Private.				Total.	
			Aided.		Unaided.			
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
1879-80 ...	479	24,433	49	1,390	184	2,584	712	28,407
1880-81 ...	475	26,327	134	2,856	266	3,038	875	32,221
Difference...	−4	+1,894	+85	+1,466	+82	+454	+163	+3,814

Under Government schools there is a decrease of four schools, one of which, however, is temporarily closed for want of master. During the year 16 Government schools were closed and 12 opened, and the opening of six more from the 1st of March was sanctioned. If it had been possible to open all the sanctioned schools before the end of the year, there would have been, instead of a decrease, an increase of two schools. About 42 applications were received during the year from the Akola and Amraoti Districts for Government schools or branch schools, and I had to refuse them for want of provision of funds. The increase of 1,894 scholars in Government schools will, I think, be looked upon with satisfaction.

6. Private schools show a very great increase of 167 in number, and of 1,920 in attendance. It is, however, doubtful whether the increase is a real advance over the preceding year, or is to be attributed, as the Akola Deputy Commissioner states, "to improvement in the system of reporting." Some of the Deputy Inspectors believe that the present returns are more reliable, and are supported by information obtained through school-masters. But there are others (the Basim Deputy Inspector for instance) who tell a different story, and state that schools were returned which had ceased to exist for years, and the attendance entered was fictitious. The Deputy Inspector of Ellichpur found 22 of the schools formerly returned by Tahsildars closed when he went to inspect them. There is no doubt that most of these schools are transitory in existence and migratory in character, and the Tahsildars perhaps find it difficult to catch them in substance at the time of sending the returns, and therefore paint their vanishing shadow. The rules for the preparation of statistical returns do not require any account to be taken of schools not under regular inspection, but the Government of India had wished that the returns should show "the number of Government aided and (as far as returns may be procurable) independent institutions, together with the number of pupils attending them." We wish the masters of indigenous schools to apply for inspection and aid, and hence try to collect information regarding their schools. Either our information should be correct, or we should exclude from the returns, as is done in several of the provinces, all such schools as have not been inspected during the year. I find from the Annual Reports for

1878-79 and 1879-80 that in the statistical figures for Bengal "are included, so far as they have been discovered and have furnished returns, the large class of unaided pathsalas, tols, and muktabs, which fluctuate largely from year to year, which lie altogether outside the system of Government organization, and which are unaffected by our standards, scholarships, and rewards." There "the Primary system is taking up, year by year, all the larger of the indigenous schools."

Aided schools.

7. Out of the total number of 400 private schools, 134 were aided, against 49 of the previous year. The increase is simply due to about so many more indigenous schools having been inspected and grants given to them either in the shape of money to masters according to results, or in the shape of books to schools and scholars.

Unaided schools.

8. With a large number of schools aided we have a much larger number of schools unaided. As the numerous applications for Government schools were not complied with, the people probably tried to rely on themselves, and opened a larger number of schools than they did before. The Akola Deputy Inspector states that "in many places it appeared that the masters and the people kept up the schools even with scanty income in the hope that Government would one day come to relieve them of the heavy charges required for their support." We know for certain that the people do come forward to assist Government schools by paying for an assistant to enable the master to teach their children more efficiently on a higher standard, and they do this for a time and expect to be relieved as soon as provision is made by Government. It is not therefore improbable that the present increase in the number of private schools is a provisional one.

Branch schools.

9. The system of branch schools sanctioned in the Secretary for Berar's letter No. 1501, dated the 26th July 1880, as an experimental measure, has been introduced in the Akola and Amraoti Districts; and though it is too soon yet to pronounce a decided opinion on its success, there appears every reason to believe that it is well adapted for smaller villages, in which the people do not aspire to more than what they get in the indigenous schools of ordinary efficiency. The two branches hitherto opened are situated in villages containing less than 100 houses, and are attended by 34 and 38 pupils. It is not probable that this attendance will be permanently kept, but the boys will stay until they shall have learnt what they consider useful to them, and then we may think of transferring the boon to other villages. Only the first two standards are allowed to be taught in these schools; and it is probable that after they are finished, some of the students will go up to the main school to prosecute higher studies, and some of the branches in larger villages will become independent schools. Several of the villages in the Wun, Basim, and Buldana Districts, in which independent schools are at present located, can hardly feed them properly, and can be advantageously converted into branch schools. Five such branches have been sanctioned for the Buldana and three for the Ellichpur Districts, and will be soon opened; and the Basim Deputy Commissioner's recommendation alluded to in para. 11 will be acted upon where necessary and desirable.

Classification of schools.

10. The following table shows the classes of schools:—

Class of schools.				No. of schools.		No. of scholars.	
				1879-80.	1880-81.	1879-80.	1880-81.
High ...	Government ...	Boys ...	...	2	2	44	54
Middle ...	Do. ...	Boys ...	...	5	5	169	196
Primary... Private.	Do. ...	Boys ...	...	461	459	23,833	25,724
		Girls ...	...	10	8	334	282
	Aided ...	Boys ...	...	48	130	1,356	2,745
		Girls ...	...	1	4	34	111
	Unaided ...	Boys ...	...	184	266	2,584	3,038
		Girls ...	...	...	...	...	...
Special schools, Government		...	...	1	1	53	71
		Total	...	712	875	28,407	32,221

It will be seen that the attendance under each class and sub-class of schools has increased except under Government girls' schools, which show a decrease owing to the closing of two schools. The largest increase is under schools for Primary education for boys, Government and private. The average number of pupils for each Government school is 55·4, and for each private school 14·7.

Distribution of schools.

11. The distribution of schools according to districts is given below.—

District.	No. of schools and scholars on 31st March 1881.																								Difference.			
	No. of schools and scholars on 31st March 1880.		Government.										Private.				Total.						Increase.		Decrease.	
			High schools.		Middle schools.		Primary schools for boys.		Primary schools for girls.		Normal schools for masters.		Aided schools		Unaided schools.		Government.		Private.		Total.					
	Schools.	Scholars	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools	Scholars.
Akola ..	175	8,367	1	22	1	73	108	7,317	1	27	1	71	51	1,032	91	1,087	112	7,510	142	2,119	254	9,629	79	1,262	..	...
Buldana .	124	4,740	.	.	1	9	77	4,053	3	138	...	...	24	422	49	552	81	4,199	73	974	154	5,173	30	438	.	...
Basim ...	90	2,740		...	1	6	58	2,414	1	27	...	..	10	199	16	168	60	2,147	26	367	86	2,814	...	74	4	..
Amraoti..	143	5,933	1	32	1	99	99	5,975	1	40	...	.	20	598	50	601	102	6,146	70	1,199	172	7,345	29	1,412	.	...
Wun ...	52	1,924		...	..		47	2,135	...	..	...	...	7	124	23	210	47	2,135	30	334	77	2,409	25	545		..
Ellichpur	128	4,703			1	9	70	3,831	2	50	...	..	22	481	37	420	73	3,890	59	901	132	4,791	4	88	...	...
Total ...	712	28,407	2	54	5	196	459	25,724	8	282	1	71	134	2,856	266	3,038	475	26,327	400	5,894	875	32,221	167	3,814	4	...

Each district, except Basim, shows increase in the number of schools, and each district shows increase in attendance. The districts of Akola, Amraoti, and Wun show the largest increase, and the first two are capable of showing more. It is satisfactory to observe that even the corner districts are being gradually brought up. Last year the Deputy Commissioner of Wun compared his district to Melghat, and wrote despondingly of the schools in it, remarking that it was a mere waste of money to maintain several of them. I pointed out that the state of his district was not quite hopeless, and that it was gradually improving. A few of its schools have been closed or transferred, and to a few of them better masters have been appointed; and now "the result is the improved state of the schools, as indicated by the present returns, notwithstanding that we have not hesitated to close schools temporarily sooner than keep them open under unfit men. Thus not only has the attendance increased by 254, but the average per school is much better than it was last year. The standard percentage in the most important standards is more favourable, and the percentage of past pupils is very decidedly greater. I can add my testimony to that of Major Szczepanski's, and state that in several of his schools I observed decided advancement. The Basim District, however, has not perceptibly improved. The number of schools has decreased, and the number of scholars increased, slightly. I visited the district this year, and did not find much activity or progress in its schools. Many of them are no doubt situated in very small and out-of-the-way villages, and seem to be failing; and the Deputy Inspector finds himself unable, even with the aid of Tahsildars, to induce the people of many populous villages to come forward with applications for new schools. The Deputy Commissioner thinks "the Deputy Inspector's proposal to give a failing school another chance by converting it into a branch school, instead of closing it at once, is worthy of consideration, and might be tried where practicable." Elsewhere "it is now a boon to get, not a kindness to accept, a Government school in a village, hence the people are willing to pay for the first refusal of any that are in contemplation." I hope even Basim will come up to this state of understanding.

12. While this is the state of schools in the jungles of Adjunta, we have tried to penetrate with them into the deeper jungles of the Satpura. One school was opened in September 1880 for the Kurkus at Bibah, on the extreme verge of the Melghat, and two more at Dharni and Kallamkhar have been sanctioned. Major Mackenzie observes that the opening of the school at Bibah was "a sign of the times that the hill people in that comparatively remote corner should have themselves

come forward to ask for its establishment." It has mustered 24 boys, and "seems very promising." We had schools at some of these very places before, but they were given up for want of appreciation. There will be now five schools in the Melghat Taluk, of which the one at Chikalda is doing fairly well.

Density of schools and percentage of scholars to population in each district.

13. The number of schools and scholars in relation to the extent and population of each district of the province will be learnt from the following table :—

District.	Area in square miles.	Estimate of population.	Number of schools.			Average No. of square miles to each school.		Percentage of scholars to population.	
			Government.	Private.	Total.	On the total No. of schools.	On Government schools.	On the total No. of schools.	On Government schools.
Akola	2,660	480,657	112	142	254	10·4	23·7	2	1·5
Buldana ...	2,804	366,309	81	73	154	18·2	34·6	1 4	1·2
Basim	2,958	276,573	60	26	86	34·4	49·3	1	·8
Amraoti ...	2,759	501,331	102	70	172	16·	27	1·5	1·2
Wun	3,907	323,762	47	30	77	50·7	83	·8	·7
Ellichpur ...	2,623	279,022	73	59	132	19·9	35·9	1·7	1·4
Total ...	*17,711	*2,227,654	475	400	875	20·2	37·3	1·4	1·2

* Area and population as given in Resident's Book Circular No. LII., dated 19th March 1878.

If we leave out of consideration the Melghat Taluk of the Ellichpur District, which has an area of 1,649 square miles, and which has as yet only two schools, it would appear that Ellichpur has the largest number of schools, according to its size. The extensive districts of Wun and Basim are thinly populated and scantily supplied with schools.

Fee receipts.

14. The fee receipts of all the Government schools for the year amount to Rs. 23,620-12-6, against Rs 20,655-8-6 of the preceding year. The large increase of nearly 3,000 rupees is owing to increased attendance having been kept up throughout the year. The fee of primary schools and divisions alone amounted to Rs. 22,404-12-6, the High and Middle school divisions contributing only Rs. 1,216. In December last, I invited the attention of the Deputy Commissioners of Akola and Amraoti to para. 7 of your memo. and para 3 of the Resident's remarks on the last annual Report, and requested them to carry out the instructions for levying re-admission fee, leaving its amount to be determined by them. I sent a copy of my letter to the other Deputy Commissioners, with a request that if they thought it advisable, they might adopt the suggestion. The Deputy Commissioners of Amraoti, Basim, and Ellichpur ordered the imposition at double the monthly rates, the first two from the month of January, and the last from the month of February; and the Deputy Commissioner of Akola ordered it at equal rates from April. The Deputy Commissioners of Wun and Buldana thought that it was not desirable to impose the fee in their districts. The total amount of re-admission fee realized during the months of January, February, and March, in the districts of Amraoti, Basim, and Ellichpur, is given below :—

District.	Amount. Rs	a.	p.
Amraoti	29	10	0
Basim	7	14	0
Ellichpur	16	8	0
Total ...	54	0	0

The effects of the new imposition will be better known at the end of the current year. The Deputy Inspector of Amraoti thinks that the irregularity in attendance and withdrawals from schools are not likely to be cured by the imposition of re-admission fee, while the Deputy Inspector of Basim writes that from reports sent by masters it appeared that about 275 boys were kept back from re-entering the schools; and Major Mackenzie remarks that "no pressure on our part, such as re-admission fees, without popular feeling to back us, can effect much." He finds that the number of withdrawals, as well as re-admissions, was smaller since the imposition which, he believes, will have "the double effect of making parents hesitate before hastily withdrawing a child, and prevent those who formerly sent children irregularly and for short periods from sending them at all." In the Central Provinces when fees of paying students "fall into arrears for three months," head masters of zillah schools are required to address the Circle Inspector, sending a list of the scholars in arrears, and head masters of town schools are required to write to zilla inspectors, sending a list of the scholars in arrears." We are not required to take such steps; but if the masters be permitted to keep the fees in arrears, we shall not probably have to complain of so many withdrawals.

15. In para. 12 of my last Report I stated that the fee of the second standard could not be increased to annas 2 throughout the whole province, nor was it desirable to do so in the Akola District, which was the richest in educational resources. I thought the fee rules in Berar were sufficiently exacting and strict. For Standards I. and II. we levy fee at the uniform rate of 1 anna per head; for higher standards in vernacular we take annas 2. We do not allow any free students; we do not remit, as in the Bombay Presidency, half the fee to cess payers and take only 6 pies from them, or remit the whole of it, as in the Punjab, Central, and North-Western Provinces. We do not allow any fee to fall into arrears, and do not keep on the register the name of a boy who fails to pay it before the 20th of the month for which it is due. The schools in the Akola District were flourishing, and they paid a handsome amount in fees and subscriptions; a greater demand therefore appeared inexpedient, if not injurious. The whole fee collections in the Punjab in 1879-80 in the Primary schools attended by 62,649 scholars, were only Rs. 13,715. The whole fee collections for Oudh in the same year in Primary schools, attended by 41,350 scholars, was only Rs. 9,997. The whole fee of the Central Provinces for 1878-79, with *double* the number of our schools (High, Middle and Primary), was Rs. 19,409. The above provinces are certainly not less in want of funds than we are; but they have not and do not think of increasing their resources from fees to the extent to which we have done, probably on the ground that the effect will be injurious, and I do not think that in this respect we should try to make a further advance, not only over these provinces, but over Bombay, where the desire for and progress of education is much greater.

I, however, communicated the remarks made in para. 6 of your memo. to the Deputy Commissioner, Akola, and requested him to introduce the higher rate, which he has done from April last.

16. The following statement will show that the income from the Educational cess shows but a slight increase over the previous year:—

Educational cess fund.

Districts.	1879-80.			1880-81.			Increase.			Decrease.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Akola	28,238	3	5	28,288	14	3	50	10	10	...		
Buldana	15,309	14	6	15,260	12	6				49	2	0
Basim	9,260	4	3	9,475	0	6	214	12	3	...		
Amraoti	24,163	14	8	24,796	1	6	632	3	3	...		
Wun ...	7,789	1	6	8,228	15	6	439	14	0	...		
Ellichpur	14,629	5	1	14,665	12	9	36	7	8	...		
Total ...	99,390	11	0	1,00,715	9	0	1,374	0	0	49	2	0

With this Local Fund, and with the fees raised in our Primary schools, we could have considerably relieved the Government grant for those schools if it were possible to make our school establishments so cheap as they are in many other provinces.

17. In para. 6 of your memo. on the last year's Report, you observed that the income from fees in the more advanced districts should be developed, and larger proportions of the provincial grant set apart for the less advanced districts. The following table will show that the poorer and less advanced districts actually get more of the Government grant in proportion to their pupils: —

Districts.	No. of Government vernacular schools on 31st March 1881.	No. of scholars on 31st March 1881.	Percentage of pupils.	Cess income.	Expenditure from provincial grant during 1880-81.	Percentage of total Government grant.
				Rs. a. p.	Rs. a. p.	
Akola ...	99	5,925	27·1	28,288 14 3	17,303 6 0	23·5
Amraoti ...	95	5,281	24·1	24,796 1 6	14,500 7 10	21·1
Buldana ...	72	3,325	15·2	15,260 12 6	12,541 0 9	17·
Ellichpur .	67	3,344	15·3	14,665 12 9	12,591 13 3	17·1
Basim ...	57	2,181	9·9	9,475 0 6	9,557 7 7	12·9
Wun ...	45	1,840	8·4	8,228 15 6	7,114 14 7	9·7
Total ...	435	21,896	...	1,00,715 9 0	73,609 2 0	...

Wun gets a smaller share of the extra grant, but it can be increased, as its necessities for extended education become apparent.

18. The subjoined statement shows the amount contributed by the people for the benefit of schools in their villages:—

Popular contribution.

Districts.	School-houses.	Repairs to school-houses.	Pay of assistant masters.	School furniture.	Gymnastic apparatus.	Prize books and slates to pupils.	Fees for poor boys.	Miscellaneous.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola	942 10 0	223 1 3	144 0 0	329 8 0	306 4 0	155 12 0	59 5 0	364 9 6	2,584 1 9
Buldana	476 8 0	9 0 0	114 0 0	140 4 0	8 0 0	67 11 0	123 12 0	41 2 6	980 5 6
Basim	...	10 0 0	...	52 8 0	178 0 0	73 6 0	38 8 6	14 11 6	367 2 0
Amraoti	* 842 8 0	...	24 0 0	133 8 0	13 0 0	843 0 0	145 9 0	41 15 9	1,284 11 9
Wun	1,014 12 0	...	24 0 0	24 0 0	20 13 3	26 3 0	57 8 0	6 0 0	1,173 4 3
Ellichpur	731 7 0	80 0 0	25 0 0	169 8 0	90 14 0	36 12 6	28 6 0	2 0 0	1,163 15 6
Total ..	4,007 13 0	321 1 3	331 0 0	849 4 0	676 15 3	443 15 6	453 0 6	470 7 3	7,553 8 9

* Of this, Rs. 75 were not paid into the Treasury, the people having given a new school-house worth the sum.

The contributions for school-houses have increased from Rs. 1,405 to Rs. 4,007, and would have been still larger, if we could have finished the works taken in hand at the beginning of the year and provided funds for new houses. When it is considered that we have not in Berar wealthy landlords and merchants, and that the contributions have been given by simple villagers, their value is enhanced. While writing this, I have received through Mr Gabusing, the Honorary Magistrate and member of the school committee at Akot, an offer of Rs. 500 from Sewakram Sakharam, a *kunbi* of Akolkhed, for a compound wall, garden, gymnasium, and furniture for the vernacular school in his village. The villagers had contributed Rs. 300 for the school-house just completed; and this further unsolicited offer of one person is another instance of the indication of popular mind on the interests of the department.

Expenditure of the department.

19. The expenditure of the department from different funds is shown below:—

Heads.	Expenditure. General revenues.	Educational Cess.	Town Fund.	Municipal Fund.	Subscriptions.	Fees.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs a. p.	Rs. a. p.	Rs. a. p.
Direction	18,135 3 0	.	.	...	...	...	18,135 3 0
Inspection ..	27,887 4 1	480 0 0	...	..	...		28,367 4 1
Government. High schools for boys	12,185 14 9	.	...		...	148 3 1	12,334 1 10
Middle schools for boys ..	10,439 3 11		..		...	480 4 10	10,919 8 9
Primary schools .. For boys ..	1,20,737 13 1	50,328 15 5	185 8 11	592 1 0	...	10,757 9 4	1,82,609 15 9
For girls .	1,507 14 1	...	980 10 1	497 0 0	...	...	2,985 8 2
Private aided schools .. For boys	2,818 10 9	...	120 0 0	100 0 0	.	...	3,038 10 9
For girls	215 0 0	..	...	150 0 0	65 0 0	...	430 0 0
Training schools.	3,860 4 9	...	...		..	...	3,860 4 9
Scholarships .	11,444 4 3	...	...	..	...	...	11,444 4 3
Book and prize allowance .	209 12 0	...		.	...	..	209 12 0
Book Depot ..	8,525 3 0				.	...	8,525 3 0
Construction of school houses .	5,102 3 1	20,320 12 9	709 8 0	140 0 0	..	...	26,272 7 10
Repairs to school-houses .	1,288 3 4	5,679 5 7	10 0 0	..		..	6,977 8 11
School furniture	140 0 0	2,781 11 11	...	...	140 0 0	...	3,061 11 11
Miscellaneous .	...	442 13 1	...	41 0 0	..	...	483 13 1
Total	2,24,496 14 1	80,031 10 9	2,005 11 0	1,520 1 0	205 0 0	11,396 1 3	3,19,655 6 1
1879-80 ..	2,23,307 2 10	76,580 12 7	2,179 4 9	1,097 1 8	6,552 1 2	1,503 3 3	3,11,219 10 3
Difference . .	+1,189 11 3	+3,450 14 2	—173 9 9	+423 15 4	—6,347 1 2	+9,892 14 0	+8,435 11 10

There is a net increase of Rs. 8,435-11-10, which occurs under all the funds except Town Fund and subscriptions.

The increase under General Revenues is small, and would not have appeared if the increase under Scholarships had not been considerable. The increase under Eucational Cess is chiefly to be attributed to the large increase against construction of school-houses; but this is to be balanced by an equal decrease under subcriptions against the same head. In the treasury accounts the subscriptions, as well as the Government grants for buildings, are credited to Educational Cess, and all disbursements from them are given under the last head, and hence it is not possible to show the expenditure according to the sources of income. There is an increase of nearly Rs. 10,000 under Fees; but it is a nominal one, as the items of expenditure for contingencies, prizes, furniture, library books, maps, &c., constituting it were formerly included in the disbursements under General Revenues and Educational Cess, to which the fees were credited.

Comparative statement of expenditure.

20. The increase and decrease under each budget head for all the funds will be seen from the following comparative statement.—

Heads.	1879-80. Amount.	Per centage.	1880 81. Amount.	Per centage.	Increase.	Decrease.
	Rs a p.		Rs a. p.		Rs a p.	Rs. a. p.
Direction ..	20,433 4 8	6·6	18,135 3 0	5·7	...	2,298 1 8
Inspection .	28,283 10 8	9·1	28,367 4 1	8·9	83 9 5	..
Government. High schools for boys ...	11,371 8 3	3·7	12,334 1 10	3·9	962 9 7	...
Middle schools for boys .	10,069 3 2	3·2	10,919 8 9	3·4	850 5 7	...
Primary schools For boys ...	1,68,432 14 11	54·1	1,82,609 15 9	57·2	14,177 0 10	.
For girls ...	3,620 7 0	1·2	2,985 8 2	·8	...	643 14 10
Private aided ... For boys .	3,056 3 4	·1	3,038 10 9	8	412 7 5	...
For girls ..			430 0 0	·13		
Training schools ...	3,804 11 7	1·2	3,860 4 9	1·3	55 9 2	
Scholarships	9,807 12 0	3·1	11,444 4 3	3·6	1,636 8 3	.
Book and prize allowance ..	2,707 1 9	9	209 12 0	·07	...	2,497 5 9
Government Book Depôt ...	9,130 13 5	2·9	8,525 3 0	2·6	..	605 10 5
Construction of school houses ...	25,978 3 8	8·3	26,272 7 10	8·2	294 4 2	...
Repairs to school-houses ...	8,419 11 1	2·7	6,977 8 11	2·2	...	1,442 2 2
School furniture	5,112 9 1	1·7	3,061 11 11	1·	..	2,050 13 2
Miscellaneous	982 7 8	·3	483 13 1	2·	..	498 10 7
Total ...	3,11,219 10 3		3,19,655 6 1	..	18,472 6 5	10,036 10 7

The decrease against Direction and the increase against High schools is owing to

the whole of Mr. Aitken's salary and allowances for the time he acted for the Director in 1879-80 having been debited to Direction.

The increase against Middle schools is owing to some addition to their establishments, employment of a medical attendant at each of the High schools, planting of trees in the compound of the Amraoti High school, and prizes to boys, which were formerly debited to Book and Prize allowance.

The large increase against Primary schools for boys is to be attributed to the very large number of assistants given to the anglo-vernacular and vernacular schools from fees and cess fund in January and September 1880.

Two of the Government girls' schools were closed, and hence the decrease against them.

The increase against Aided schools is owing to two new girls' schools having been aided and increased grant paid to the Ellichpur Eurasian and to indigenous schools.

The increase against Scholarships is owing to the increased number of stipendiary scholars having been sanctioned for, and entertained in the Akola Training College.

The decrease against Book and Prize allowance is owing to all prize and library books for schools having been transferred to, and paid for from, Fees instead of from General Revenues.

The other items call for no remark.

II.—Controlling Agency.

Controlling agency.

21. The control over the department is, as is stated in previous reports, vested in the Director of Public Instruction, who is assisted by an Inspector. The Deputy Commissioners, assisted by Deputy Inspectors, have immediate control over Vernacular schools.

Inspection.

22. All the above officers do inspection work. This year the Director principally went over the southern part of the province, travelled 822 miles by road and 108 by rail, and inspected 118 schools in all the districts but one.

23. The Educational Inspector examined all the 22 anglo-vernacular schools which are immediately under his charge, and 159 of the vernacular schools chiefly in the northern part. He travelled 973 miles by road and 899 miles by rail.

24. The Director, Inspector, and Deputy Inspectors had to conduct the High school, Training College, and Scholarship examinations.

Visits of District officers.

25. The subjoined statement shows the visits paid by District Officers to schools in their respective Districts :—

Officers.	Akola.	Buldana	Basim.	Amraoti	Wun.	Ellichpur.	Total No. of visits.	
							1880-81.	1879-80.
Deputy Commissioners ...	34	25	30	20	13	48	170	149
Assistant Commissioners...	48	18	3	9	14	25	117	108
Extra Asst. Commissioners.	6	8	6	5	...	...	25	13
Tahsildars	16	29	36	47	23	49	200	205
Total ...	104	80	75	81	50	122	512	475

The visits of officers of all grades, except Tahsildars, have increased, and I need hardly repeat that greater interest has been taken and greater assistance rendered by them.

Inspection work of Deputy Inspectors.

26. The subjoined statement shows the amount of inspection work done by Deputy Inspectors :—

Deputy Educational Inspector.	Area of the district in square miles.	No. of days in the district.	Miles travelled. By rail.	By road.	Total.	No. of schools in the District on 31st March 1881.	Description of schools.		No. of schools inspected. Twice and more than twice.	Once.	Total number of visits to all schools.	Distance travelled by ordinary road for each visit.
Akola ...	2,660	121	71	947	1,018	108	Primary.	Govt. ...	4	102	110	5·6
						142		Private ...	...	56	56	
						1	Jail school ...		...	1	1	
Buldana ...	2,804	179	36	1,645	1,681	80	Primary.	Govt, ...	21	59	101	12·8
						73		Private ...	...	27	27	
Basim ...	2,958	185	...	1,619	1,619	59	Do.	Govt. ...	57	3	132	10·4
						26		Private ...	...	23	23	
Amraoti ...	2,759	156	66	1,098	1,164	99	Do.	Govt. ...	46	54	150	5·6
						70		Private ...	2	42	46	
						1	Jail school ...		...	1	1	
Wun ...	3,907	187	...	1,510	1,510	47	Primary.	Govt. ..	45	3	122	10·7
						30		Private ...	1	16	18	
Ellichpur ...	2,623	132	...	1,104	1,104	72	Do.	Govt. ...	52	19	140	6·5
						59		Private ...	...	29	29	
Hindustani Hyderabad Assigned Districts	17,711	206	486	1,136	1,622	57	Do.	Govt. ...	3	54	61	21·9
						29		Private ...	...	13	13	

The Deputy Inspectors have spent 98 days less in the districts, and have travelled 202 miles more as compared with the figures of the preceding year. The deficiency and the smallness of increase are to be debited to census work, which kept the Deputy Inspectors stationary for months. The decrease in the total number of their visits is nearly 100, and they re-visited only 231 schools this year, against 309 in the previous year. It may, however, be stated that they had not much to see and improve when the masters were absent and the schools virtually closed.

27. Last year you remarked that all the private schools, or at least those which were in existence at the beginning of the year, should have been visited. This year the Deputy Inspectors had very little time, and yet they endeavoured to see about 100 more schools of the kind. Major Mackenzie, however, regrets that his Deputy Inspector was "unable to visit two schools, which had endeavoured to earn grants."

28. The amount of inspection work is no doubt increasing year after year as the schools are advancing in standards; but the Deputy Inspectors will not so soon find it difficult to go through it and to improve their schools and masters if they spend full seven months in the districts. I again make room for further remarks by the Educational Inspector on the system of inspection, and of recording the result in the visitors' book. I fully concur in them. In my opinion remarks entered at the time of the annual examinations cannot be too full. The way in which questions in different subjects are answered by the pupils of each class should be described, defects in the system of teaching (if any) pointed out, and suggestions for improvements recorded if necessary. Such remarks not only serve as a guide to the masters for the future, but assist the departmental and other superior officers to see whether the school has been properly inspected, and whether the masters have endeavoured to improve their teaching in accordance with the suggestions of the Deputy Inspector. I need hardly add that the very necessity of writing full remarks on the state of the classes will, amongst other things, tend to ensure a thorough inspection. At present all the Deputy Inspectors do not appear to entertain the same notions regarding the use of the visitors' books. Some give merely a table containing the numbers of boys presented and

passed under each Standard, and add a few general and vague remarks which are of no practical value whatever.

III.—University Education.

29. On the 31st March 1880, there were six Berar University scholars in the Arts' Colleges of Bombay, and two in the Science College Of these, two passed the F A. examination during the year, two passed the previous examination, one passed the F. C. examination, two made no progress, and one was deprived of his scholarship for having failed twice in the same examination On the 1st January 1881, only five of the above students continued to hold Berar scholarships, and three more were added, making the total number eight, as it stood on the 31st of March last. Although there was no new graduate during the year, the progress of the under-graduates was fair.

30. Of the two Berar graduates who held fellowships in the Elphinstone College at the end of the last year, one has become L L B., and is permitted to practise as pleader in Berar The other failed to obtain the same degree.

IV.—Secondary Education

High schools

31. The following table shows the state and progress of the High school classes for the last three years:—

Years	Akola High school.							Amraoti High school						
	No on roll on 31st March	Average No on the roll during the year	Average daily attendance	Fees.	Expenditure	Annual cost of educating each pupil	No of pupils Matriculated	No on roll on 31st March	Average No on the roll during the year	Average daily attendance.	Fees	Expenditure	Annual cost of educating each pupil.	No of pupils matriculated.
				Rs a p	Rs a p	Rs a. p					Rs a p	Rs a p	Rs a p	
1878-79	16	14	11	96 8 0	7,010 10 8	500 12 6	1	19	18	16	147 0 0	5,600 8 6	311 2 8	4
1879 80	21	17	12 7	98 0 0	6,614 2 9	389 1 1	...	23	20	18 4	168 4 0	4,757 5 6	237 13 10	6
1880-81	22	18	14	118 0 0	7,270 14 2	403 15 0	4	32	25	22	217 8 0	5,063 3 8	202 8 6	4

The number of High school students has increased from 35 to 54, and for the year under report there is an increase of 10 The Berar High schools are only third-rate, and therefore the rise in the number of students of the first two classes can only be slow The table shows improvement under all the heads The figures for the Amraoti school, which for sometime was inferior to the one at Akola, are more encouraging, and the fact that out of 143 of its pupils in all the classes, 107 are not natives of Amraoti, is a sufficient proof of its great popularity.

32. The result of the matriculation examination is satisfactory. Eight boys passed out of 14 sent. The headmaster of the Amraoti school shows in his report how his school excels some of the schools in the Bombay Presidency, even of higher grades. Not only has he succeeded in passing a larger number, but several of his pupils have held very high ranks among the passed students, and have obtained other university scholarships besides those of Berar. All his passed students of this year appeared for the *first time* for the examination, and all had taken Sanskrit as their second language

33. It is not easy to compare the results of different provinces, as the data cannot be the same In the Central Provinces' Report for 1878-79, however, a comparison is made between the matriculation results of that province with those of other provinces sending candidates to the Bengal University, and it has been pointed out that the percentage of passed candidates to the number presented was the highest for the province, *viz.*, 62·5, while it was only 39 for Bengal, 50 for the North-Western Provinces, and 56 for the Punjab. Ours for the year 1880-81 is 57, and therefore in the success of the scholars presented we are not behind any of these old provinces. It may, however, be alleged that this is not the proper

Page 33, paras. 67 and 68.

criterion of the educational advancement of a province, it may send one candidate, and by passing him, show immense superiority over another sending dozens or hundreds. The area of the Central Provinces is given to be 84,208 square miles, or about five times that of Berar and its population 8,173,824, or a little less than four times. Now if we pass eight boys, or one-fifth of the number passed in each of the last two years by the Central Provinces, which contain a much larger number of big towns, and which hold a prominent place in the Bengal University examinations, we should not be considered to be much behind those provinces.

34. I subjoin a statement showing the number of candidates examined and passed by the Universities of Calcutta, Madras, and Bombay, for the Entrance examination during 19 years :—

Years.	Provinces.	Examined.	Passed.	Percentage.
From 1858-59 to 1877-78, 19 years.	Bengal ...	30,120	13,532	44·9
	Madras ...	21,522	7,878	36·6
	Bombay ...	11,460	3,275	28·6
From 1872-73 to 1880-81, 9 years.	Berar ...	107	48	44·8

We find the Bombay candidates have fared the worst at the hands of their examiners. Only 28·6 per cent. of them passing, against 36·6 at Madras, and 44·9 at Calcutta. The difference for such a long period is great, and must be accounted for either on the score of comparative difficulty of standards, or of strictness of the examiners. I may be permitted to quote below the opinion of no less an authority than Sir A. Grant on the standards of examination :—" From the above comparative table it will be seen that in the Calcutta and Madras Universities *books* are prescribed as subjects of examination in *languages*, whereas in the Bombay University a general idiomatic knowledge of English and of a second language is required. Any one who is capable of judging will see at once that this is indeed a very 'material difference.' A candidate who might pass the Calcutta or Madras matriculation standard in English, would require an additional year's preparation to pass the Bombay standard.. Again, the difficulty of the Bombay matriculation test is enhanced by the addition of strict *viva voce* examinations, which enable the examiner to probe the knowledge of the candidate, and to frustrate that pretence of knowledge which the Calcutta and Madras systems of local examinations by papers only must, to some extent, tend to encourage."

Bombay Educational Report for 1867-68.

"Again, it will be observed that while the three Universities are apparently equal in their *geography* and *algebra* tests for matriculation, the Bombay University requires more *euclid* than Madras, more *arithmetic* and more *history* than either Calcutta or Madras, and adds on one whole subject (*Elementary Natural Philosophy*), which neither of the other Universities demand. On the whole, I think, it may fairly be said that the matriculation standard of the Bombay University requires about one year's more preparation than would be required for a student to matriculate at Calcutta or Madras. I have shown clearly in the first place, that the Bombay standard for matriculation is 'materially' higher and stricter than the matriculation standards of either of the two other Universities."

35. At the last convocation meeting of the Bombay University held on 1st February last, the Chancellor, Sir James Fergusson, observed :—I find that only about one-third of the candidates who presented themselves were successful in passing. Well, I believe that that rather marks the high standard required by this University than the insufficient preparation which these candidates have received; and I am glad to observe, by reading the curriculum laid down for each class, that a really high standard is required by this University. But I think, and must remark, that the University does well so to maintain its standard, because it will incite the educational institutions affiliated to the University to

neglect no means to prepare their candidates, so that in future a larger number may pass." Now if there be any grounds to believe that the Bombay standard is higher, and the examination more strict, then there is ground for congratulation that our batch of candidates, small as it is, has by obtaining so many as 44·8 per cent. of marks, and holding high ranks among the passed candidates, proved that the advance of higher education in this new province is not in any way behind that of any other province in India. In para. 44 of his annual Report for 1879-80, Mr. Browning states that except British Burmah, which sent seven candidates to the Bengal University and passed all, the Central Provinces obtained the highest percentage (52) in India; but our schools obtained higher percentage at Bombay than the Central Provinces' schools did at Calcutta.

Middle Class schools.

36. The statistics of Middle school education are given below:—

	School.	No. on roll on 31st March. 1880.	1881.	Average No. on roll during the year.	Average daily attendance.	Fees. Rs. a. p.	Expenditure. Rs. a. p.	Annual cost of educating each pupil. Rs. a. p.	No. of boys passed in Middle school examination.
Classes in	Akola High school ...	59	73	63	50	312 0 0	3,708 9 10	58 13 10	13
	Amraoti do. ...	79	99	80	71	410 8 0	3,118 10 2	38 15 9	13
	Malkapur Primary ...	10	9	10	8	61 8 0	1,381 12 6	138 2 10	...
	Ellichpur do. ...	14	9	13	11	64 8 0	1,507 8 8	115 15 5	...
	Basim do. ...	7	6	7	5	32 0 0	1,203 0 0	174 13 9	..
	Total ...	169	196	173	145	880 8 0	10,919 8 9	63 1 11	26
	Total for 1879-80...	...	...	160	134	803 8 0	10,068 4 4	62 14 10	16

The first two institutions are the middle divisions of the High schools, and they show a great increase in attendance. The next three are the upper divisions of Primary schools, and they show decrease; but the quality of instruction imparted in them has improved, and they passed 11 boys in the 7th Standard, against 7 of the last year. They cannot, however, get boys to finish middle education (9th Standard,) in them; and as we get no credit for passing boys in an intermediate standard, it seems unnecessary to keep it up in these schools. The Educational Inspector observes:—

"The question whether it is worthwhile to continue the experiment of allowing the 7th Standard to be taught in these schools, deserves your serious consideration. The present arrangement necessitates the employment of the highly paid headmasters in teaching the few boys under Standard VII., and considerably swells the cost of middle education; while the classes under the highest standard of the upper primary course are deprived of the advantage of the superior kind of instruction which these men are capable of imparting, and the number of boys annually returned as having passed the 'Upper Primary school examination' from these schools is much smaller than it otherwise would have been." The subject will be taken into consideration after the annual examinations of the schools for the current year.

37. The following remarks were recorded by the Director of Public Instruction on the result of the annual examinations of all the High school classes below the matriculation class:—

"The total number of pupils examined under the High and Middle standards in both the schools is 134, against 125 of the last year. Akola High school presented 60, and passed 16 with credit; Amraoti presented 74 and passed 25. It will, however, be seen that the pupils at Akola generally obtain larger percentage and gain larger number of prizes than those at Amraoti.

"The percentage of number passed to the number presented is only 30; and this cannot be considered satisfactory when the number of pupils each teacher has is so small in Berar. Under the 10th Standard not a single boy passes without grace marks. The great number of failures occurs in mathematics, and next to it in history and geography.

The examiner in the first subject states that 'the questions for the most part were set from the text books studied in the High schools,' but the 'result under 10th Standard in arithmetic and algebra appears to be unsatisfactory on the whole.' Questions in history and geography were set by the Director, and they were very broad; but some of the pupils did not understand them, and almost all of them appeared to have given very little thought to the subject read. The success of the Akola school in gaining seven prizes out of nine depends upon one clever boy.

"The classes under the 9th Standard have, on the whole, done better. Failure in mathematics is common to both the schools; and in other subjects the answering after all is indifferent.

"The class under the 8th Standard has done better at Amraoti than at Akola. Its success in passing creditably is greater than in proportion to its largeness. In history, geography, and English, Akola stands low, and it is not known whether this is owing to the examiners being different.

"The classes under the 7th Standard have done equally well in both the schools.

"The Urdu classes have badly failed at both the places."

The question papers on mathematics were complained of as being above the requirements of the standards, and that was the subject in which failure was very general and brought down the percentage of passes.

The Headmaster of the Amraoti High school observes that the percentage of passes in his school "might safely be compared with the percentage of passed in *all* subjects to the number presented in the higher divisions of the High schools of the North-East Division, Bombay, which varies from 15·7, the lowest, (in the Dhulia High school) to 28·5, the highest (in the Ahmednagar High school.)

V.—Primary Education.

Government schools for boys.

38. I subjoin a table showing the number, attendance, &c., of Government Primary schools in the province:—

Districts.	Number of schools and scholars on 31st March. 1880. Schools	1880. Scholars. Upper Division.	1880. Scholars. Lower Division.	1880. Scholars. Total.	1881. Schools	1881. Scholars. Upper Division.	1881. Scholars. Lower Division.	1881. Scholars. Total.	Average number on roll during the year.	Average daily attendance.	Fees. Rs a. p.	Expenditure. Rs. a. p.	Annual cost of educating each pupil. R. a. p	Number passed. Upper Primary school examination.	Number passed. Lower Primary school examination.
Akola ..	107	902	6,043	6,945	108	1,105	6,212	7,317	7,127	5,241	6,798 7 6	53,791 1 3	7 8 9	39	469
Buldana ...	78	442	3,465	3,907	77	479	3,582	4,032	3,604	2,503	3,582 6 6	29,910 15 9	8 4 9	8	200
Basim ..	58	179	2,075	2,254	58	237	2,181	2,414	2,362	1,722	2,115 3 6	17,358 1 6	7 5 7	4	128
Amraoti	98	492	4,587	5,079	99	601	5,374	5,975	5,514	3,916	4,832 11 6	38,777 11 9	7 0 6	18	214
Wun .	50	101	1,781	1,881	47	157	1,978	2,135	1,952	1,438	1,681 14 6	16,246 8 10	8 5 2	7	111
Ellichpur.	70	340	3,427	3,767	70	456	3,375	3,831	3,752	2,626	3,394 3 0	26,525 8 8	7 1 1	13	159
Total ..	461	2,455	21,378	23,833	459	3,025	22,699	25,724	24,311	17,536	22,404 12 6	1,82,609 15 9	7 8 2	89	1,281
Total for 1879 80..	..	..	..	...	...	.	...		21,611	15,791	19,585 13 6	1,67,936 14 11	7 12 4	71	1,032

While there is a decrease of two schools, there is a considerable improvement under all the other heads Out of the 459 schools, only 22 teach the whole of the Primary course comprising the first six standards. They teach English under standards five and six, and are therefore called Anglo-Vernacular schools.

Anglo-vernacular schools.

39. The particulars regarding *these* anglo-vernacular schools are given below:—

Districts.	No. of Anglo-vernacular schools.	Number on roll on 31st March 1881.			No. who passed the Upper Primary course.	No. who joined the Middle Classes of the High schools.	Fees.		
		Learning English.	Learning vernacular.	Total.			Rs.	a.	p.
Akola	8	227	1,156	1,383	38	33	1,584	3	0
Buldana	5	118	609	727	8	2	840	10	0
Basim	1	39	194	235	4	...	230	7	0
Amraoti	3	103	579	682	16	15	706	2	0
Wun	2	29	266	295	7	5	276	3	0
Ellichpur	3	79	408	487	13	9	529	5	0
Total ...	22	594	3,212	3,807	86	64	4,166	14	0
Total for 1879-80 ..	22	534	2,982	3,516	70	43	3,696	3	0

The number of schools has remained the same, but they have improved in every respect. The highest classes of these schools are examined by headmasters of High schools for admission into their own schools, and it appears that they gave them satisfaction. Mr. Aitken remarks that "Education throughout the province would seem to have thriven under the more favourable influences of the past year and the one before it, as we have not had such an accession of strength from the village schools for several years." The Educational Inspector observes: "I need hardly say that the result is on the whole satisfactory. The schools at Akola and Amraoti were, as usual, the most successful; the former having passed 12 boys out of 17, and the latter 10 out of 11. The school at Akot also did very well, as it passed 9 boys out of 12. The Yeotmal school sent six boys, and all of them passed successfully. It is well known that Yeotmal is comparatively a small place, and is situated in the most backward district of the province. This result therefore is very satisfactory and creditable to the Headmaster, Mr. Janardan Narayan Natu, who has recently been appointed to succeed the late Mr. Govind Vishwanath Bhave as Headmaster of the Anglo-vernacular school at Amraoti. The schools at Ellichpur City, Balapur, Pathur, Tallegaon, Daryapur, and Argaon, also did well. The Jalgaon school passed three boys, and though this number is far below the requirements of an institution of the second grade, the school is evidently endeavouring to re-gain the lost ground The schools at Khamgaon, Wun, and Mehkar, did indifferently, and the result as regards the institution at Deulgaon Raja is extremely disappointing."

40. The lower classes of these schools were all examined by the Educational Inspector, and he states "that in most of the schools, the number of boys passed in the examinations of the year under report is greater than that in the previous year. Though there is still considerable room for improvement in the mode of teaching in several places, I found in many schools that the masters had conscientiously endeavoured to teach in accordance with departmental instructions issued from time to time Some teachers, whose work was considered by me to be unsatisfactory in 1879-80, profited by the remarks recorded at the time on their teaching and worked creditably for the next examination. The masters now fully understand that the Director of Public Instruction attaches no value to mere mechanical teaching and bookish cramming for the purposes of an examination, and that unless the understanding of the pupils is cultivated, they can hardly be expected to pass in an examination." The 3,807 scholars in these schools were taught by 134 teachers who passed 1,231 in all the five standards. This gives 28·4 of pupils and 9·2 of passes per teacher.

Vernacular schools.

41. The remaining 435 schools, excepting two Primary Anglo-Urdu classes in the High schools, are purely vernacular 27 of them teach the 5th Standard, 175 the 4th Standard,

and the rest the 3rd Standard or the Lower Primary course During the year 33 schools were permitted to teach standards above the Lower Primary course. The general statistics of these schools, as given in the table under para. 38 show progress. The remarks of the Inspecting officers and Deputy Commissioners show that they are improving in efficiency. The Educational Inspector writes:— "In my last year's Report I alluded to the circumstance that the schools in the northern taluks of Berar were generally more prosperous than the others, and as I passed through those taluks this year, the institutions which I visited during 1880-81 made, on the whole, a better impression on me than those which I came across in the preceding year."

42. In your memo. on the last annual Report you recorded the following remarks, which caused a sensation at the time, and public journals gave a wide spread to it:—

"That the Director has endeavoured to improve the quality of the teaching imparted in the schools under his charge I am well aware, but when I see that the percentage of scholars who passed the Lower Primary test to total number on the rolls at the beginning of the year was only 5·4, against 13·0 in the Central Provinces, I am unable to admit that he has been successful, or even that any great improvement has taken place. The penultimate column of general Form IV. supplies the test by which the success of the Educational Department must be tried, and I am sorry to find that in almost every case we are far below the Central Provinces.

"What is chiefly wanting in this Report is evidence that any commensurate result follows the vast sums which are spent year by year on education. As far as regards the number of schools we have been, as the Director himself says, at a 'dead stand' for the last five years; the number of scholars has but slightly increased. If, then, we fail in teaching effectively, we fail altogether; and as for several years the Director has claimed that the teaching in his schools has been improving it is impossible to avoid expressing disappointment, when the results of all this labour and expenditure are considered. Last year I abstained from saying so much, because Educational Officers had worked under great disadvantages; but this year there is no such excuse, and the fact that the educational results of the year have been lamentably inadequate has to be faced."

43. I subjoin a statement showing the result of examinations for three years:—

Years.	Number examined.	Number passed.	Number passed under each Standard										
			I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.
1878-79 ...	10,631	5,805	2,527	1,746	936	311	109	73	55	24	13	6	5
1879-80 ...	11,341	6,413	2,846	1,833	1,032	378	142	71	47	34	16	8	6
1880-81 ...	13,596	7,919	3,546	2,167	1,281	520	192	89	46	36	26	8	8

	Lower Primary school examination.		Upper Primary school examination.		Middle school examination.		Matriculation.	
	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed
1880-81	2,716	1,281	146	89	82	26	14	8

However unsatisfactory the last year's result might have appeared to you, there is no doubt that it was an improvement over the preceding year; and that this year's result is an improvement over that of the last. We are progressing, but it may be alleged that our progress is not adequate. But there can be no abstract standard of adequacy. The results will vary according to the conditions producing them. The system of education in Berar is a copy of the system obtaining in the Bombay Presidency, and in the preceding pages I endeavoured to show that our results in higher and middle education were at least equal to those of Bombay, and to some degree indicated what their value would be in other markets.

44. I subjoin a table showing the result of examination of Primary schools in the Bombay Presidency and Berar during the year 1879-80, the same for which the results of Berar are pronounced to have been so "miserably small" :—

	No on roll on 31st March 1879	No of pupils examined in 1879-80.	Percentage of pupils examined to the No on roll on 31st March 1879	No passed in 1879 80 under Standard							Percentage of passed scholars to number examined.
				I.	II.	III.	IV.	V.	VI.	Total.	
Bombay Presidency comprising Central, North-East, Northern, and Sindh Divisions ...	154,365	80,316	52	13,149	8,909	5,939	3,597	1,626	609	33,831	42·1
Berar	20,953	11,191	53·4	2,846	1,833	1,032	378	142	71	6,302	56·3

The percentage of presented to the number on roll was higher, and the percentage of passed to the number presented was still higher in Berar. If the educational results of this province are not adequate, they are so in common with that of a presidency with which the province is intimately connected in educational matters.

45. I shall now compare Berar with the Central Provinces, the high results of which in primary education have been the subject of so much discussion by Deputy Commissioners in their present reports.

46. I subjoin a table showing the number of boys presented and passed under the primary courses in Berar and the Central Provinces during the year 1879-80:—

Province.	No. on roll on 31st March 1879.	No. presented for the Upper and Lower Primary examinations.	No. passed.	Percentage of passed to presented.
Central Provinces ..	48,542	15,675	7,722	49·3
Berar, ...	20,953	2,561	1,103	43·1

There is a difference of 6·2 in the percentages of passes, and if we leave it out of consideration for the present, we see that there is but little difference in the comparative efficiency of the primary schools in the two provinces. But it will be observed that while Berar presented 2,561 boys, or only 12·2 per cent. of the number on roll in the primary course at the end of the previous year, the Central Provinces presented 15,675, or 32·3 per cent. of that number. This difference is very great, and is, I believe, the main cause of the great difference commented upon by you. I shall try to account for it.

47. The whole course of school education is distributed over 9 Standards in the Central Provinces and over 11 Standards in Berar and in the Bombay Presidency. But while all our standards are each for one year, the 1st two Standards of the Central Provinces are six monthly The 3rd Standard is the limit of the lower primary course in both the provinces, but while we have the sixth for the upper primary course, they have the 4th. The promotions to higher classes from the six monthly classes are made in January and July, and hence it will be seen that a boy entering a school in July, and rising successfully at the subsequent examinations, can complete his lower primary education in one year and-a-half, and his upper primary education in two years and-a-half, while in Berar he cannot do this in less than three and six years. It is the object of the Central Province authorities not to keep boys in the lower classes for a long time; and one will see how easily it is attained and the terminal classes of the lower and upper primary courses kept full by the six monthly courses. I was no doubt surprised to learn from the Report for 1878-79 that the number of boys in the 2nd Standard was smaller than the number in the 3rd, and I could not understand the reason until I had seen some of the schools and discovered the

cause by personal observation. In a year and half, or in two years, they turn the whole ground, even to the subsoil, and hence the crop produced on it is so abundant; but the ground in Berar is too heavy for such a culture. For a school of 100 boys in Berar, divided into three classes of 50, 30, and 20 boys, it will be possible to present 50 for examination in the 3rd Standard in the course of two years, but in the Central Provinces they might present the whole number in less than two years, and according to their rate of passes, might pass double the number each year. The percentage is calculated on the number of boys under the course at the beginning of the year, and we cannot present for examination one-fifth of that number either for the Lower or Upper Primary examinations; but they can present one-third for the Lower and the whole for the Upper Primary examination, and hence they can show a higher percentage.

48. The reason given in the above para. would, however, have no weight if the schools in the Central Provinces turned up as much work in 1½ and 2½ years as we did in three and six years. I have sent you a comparative statement of the first four standards of the two provinces, and pointed out that while the quantity of book reading and writing on the board or slate for the 1st Standard is nearly the same, that of arithmetic is nearly five times as much with us; our second year's tables and writing Modi papers are entirely skipped over by them; and our reading of Modi papers, mental arithmetic, geography and grammar, are not required by them for the 3rd Standard. It would be difficult to find the exact proportion between the quantities of dissimilar work; but measuring them by time, we may safely say that our boys know twice as much as theirs when they pass in the Lower Primary Standard. As regards the Upper Primary Standard, it is not necessary for me to say much. The subjects of the 4th Standard of both the provinces are put down to be nearly the same, except reading of Modi papers and mental arithmetic which we have in addition; but they do not require a knowledge of all the subjects. For instance, they have grammar, history, and geography for the standard, but a boy knowing any one of them is passed, while we require him to pass in all. So the boys we pass in the Upper Primary course know at least three times as much as those passed by them.

49. A question may be raised as to whether we should keep up our standards, and not adopt those of the Central Provinces, and the answer would depend on the consideration whether we should teach the masses what they desire, and what is immediately useful to them, or whether we should think of directing their education from the beginning to the requirements of the universities. If we take into consideration the fact that the mass of the people do not wish to remain, nor have the means of remaining long in the schools, few will hesitate to say that we should attend more to the useful and less to the ornamental at the first stages; and if this view be correct, I think our standards should be kept in tact. In all the provinces of India, English is commenced with the 4th Standard from the bottom; but we, in common with the Bombay Presidency, commence it with the 5th, and the object of it is to ground the pupils well in their vernacular, and to give them such instruction as the generality of the people care for at present before introducing them to the study of English In Berar we continue teaching vernacular to *all* up to the Matriculation Standard; in other provinces it is dropped off years before. The Sanskrit required by the University of Bombay is much stiffer than that required by any other university; and under these modifying circumstances, it is hardly possible to compare provinces by results, which moreover I find are not given in the prescribed form in several of the Reports, and that among the modifications in the general rules sanctioned for Bengal on account of "the special character of the schools of this Province" are "(3) that the rule requiring each pupil to pass, before entering a school of any higher class, the qualifying examination for that class of schools should not be insisted on; and (4) that the departmental examinations and standards prevailing in Bengal should be accepted in lieu of the corresponding or nearly corresponding standards prescribed by the rules."

50. In forwarding to the Government of India the protest of the Bombay Director against the adoption of their new rules, Mr. Peile, the Secretary to the

Government of Bombay, and formerly Director of Public Instruction, writes as follows:—

"I am to point out that these rules will, in certain matters described by the Director, conflict with the school system matured in this presidency by careful observation and experiment in the course of the last ten years, and now found to be well adapted to the educational requirements of Bombay. His Excellency the Governor in Council believes that the Government of India will not desire to impose a material change in the educational system by the introduction of rules and returns, which are simply intended to record educational results in a more convenient shape."

I need hardly add that the system of education which has been matured in the Bombay Presidency suits for Berar, and that it is not necessary to make any alteration in it for the sake of the statistical returns.

51. Bengal and Bombay do not give the results below the matriculation standard; but I find from the general Form No. IV., appended to the Report for Assam for the year 1878-79, the percentage of students passed under the Upper and Lower Primary courses in that province to be 44·8. If it is correctly calculated, it would show to a cursory observer that that province is the most advanced one in the whole of India; but should he take the trouble to go through the Report, he would see in para. 6 that the Upper Primary section includes pupils "who can read and write and understand easy sentences in their vernacular," and the Lower Primary section includes "all others." Now boys under our 2nd Standard can read, write, and understand easy sentences in their vernacular, and do much more, and yet they are counted below the Lower Primary Standard.

52. Should the Government of India attempt to compare provinces by looking at mere figures, I believe they will not come to any right conclusion.

53. Another reason for the Central Provinces passing a larger percentage of boys may, I think, be found in the system and mode of examinations. In Berar all the boys are examined and promoted by Inspecting Officers; in the Central Provinces they are examined by masters in the month of December and promoted in the next month. The Inspecting Officers when they happen to visit the schools afterwards check the promotions of the masters and relegate such boys as they find improperly advanced. The reason assigned for such a system is that the inspecting officers have much to do. Our examination therefore must be more thorough than their checking. Besides the promotion of boys not examined by the inspecting officer or of those absent at the time of examination must go unchecked. With them the unpassed boys whom they recommend to be taught with upper classes are considered to have passed, but we do not count them as such.

54. There is one more point to be taken into account in considering this subject. The test of examination varies greatly with different examiners. I have always endeavoured to get the masters to cultivate the understanding of the boys, and am never satisfied with a simple knowledge of the rules or a mere repetition of definitions, which satisfy other examiners, and I wish to make all the instruction given in our schools to be practically useful. The inspecting officers of Berar now follow my example and instructions, and do not pass boys freely; and this alone may account for more than the small difference in percentage of passed to the presented alluded to in para. 46.

55. Major Farrer has reviewed our 3rd Standard and proposed a few changes. He thinks simple Rule of three and practice might be added, and Balbodh and grammar cut out. In the revised standards I have submitted for sanction, I have added simple examples in rule of three, and taken out grammar. I think practice is too much for the 3rd standard, and Balbodh cannot be *altogether* cut out, because it is, as Major Mackenzie would say, the key to all vernacular literature, religious and current, which every boy educated in our schools should possess, and because every boy passing in the Lower Primary course should not have to lose time in picking it up before commencing the 4th Standard. The solicitude shown for Modi is itself a proof that we are utilitarian; and when

it is remembered that our 3rd reading books contain more of Modi than of Balbodh, and that we allot 13 hours a week for writing and reading Modi *papers* under the 3rd Standard, there should be no reason for complaint on this point on the part of Deputy Commissioners or the people. Major Bullock says that "much more attention is paid to Modi than was formerly the case," and Major Mackenzie states that it is not neglected in his district.

Result allowance to masters.

56. One of the three points which you, in your memorandum on the last Report, remarked was not attended to, was of rewarding masters for producing better results. Para. 3 of that Report will show that I had reasons for not adopting the system followed in the Bombay Presidency, and besides I did not believe for a moment that our results in the absence of that system were inferior to those of Bombay On the working of the system in Bombay itself the Educational Inspector of the Central Division has the following remarks in his Report for 1875-76:—

"There can be no doubt that the system of granting allowances in proportion to results is in theory a fair one, and should encourage good men. But in practice I fear that it does not work very equally, and the maximum allowances drawn certainly vary very greatly in different sub-divisions. The rules, too, give undue advantages to men appointed to large schools, and am inclined still to think that a plan providing for periodical increments of pay to deserving men would work better, as holding out a greater certainty of improvement in a man's position, and would probably be also found more economical than the present system."

In the Bombay Presidency school-masters have few chances of promotion, and hence the Educational Inspector recommends that the deserving of them should get periodical increase. Here, on the other hand, the difficulty is to get fit men for promotion, and those who do good work are, I should say, too soon rewarded. If it be thought that the adoption of the *Bombay system* would in any way tend to produce the *Central Province results*, I beg to say that there is no relation of cause and effect between the two. For these results we must have a radical change in our *educational system*, and we must set aside the requirements of the people and the views and suggestions of district officers. However, as you have insisted on a special provision being made for the deserving masters, I have already submitted proposals which, when approved of, will be carried into effect.

Urdu schools

57. Out of the 459 Primary schools shown in the statement under para 38, there are so many as 57 Urdu schools, including two classes in the High schools. The following statement will show that there is an increase of two schools and of 295 scholars, and a considerable improvement in the examination results:—

Districts.	No. of schools and scholars on 31st March.						No. of pupils examined and passed in Standard												Total.	
	1880		1881.				I.		II.		III		IV		V.		VI			
				Scholars.																
	Schools.	Scho'ars	Schools.	Upper division	Lower division.	Total.	Examined	Passed	Examined.	Passed.	Examined.	Passed	Examined	Passed	Examined.	Passed.	Examined	Passed	Examined.	Passed
Akola ...	11	560	12	48	562	610	119	73	67	47	51	20	20	8	3	1	2	1	262	150
Buldana ..	13	476	14	18	548	566	81	60	48	33	43	21	13	6	...	.	...	.	185	120
Basim ...	4	162	4	15	156	171	25	16	18	13	11	2	13	7	.		...		67	38
Amraoti ...	15	486	15	26	553	579	87	47	42	32	49	13	12	2	7	2	5	2	202	98
Wun ...	4	116	4	..	160	160	29	27	21	15	12	5		.			...	...	62	47
Ellichpur ...	8	306	8	12	303	315	59	58	26	15	18	8	6	3	...	.	...		109	64
Total ...	55	2,10[illegible]	57	119	2,282	2,401	400	201	222	155	184	69	64	26	10	3	7	3	887	517
1879-80 ...	...	..	.	...	...		267	134	213	132	160	56	40	9	14	3	4	1	698	335

The students under Standards V. and VI. belong to the High school divisions. 20 new boys joined these divisions, 16 left, 6 were promoted to the middle division, and 21 remained at the end of the year. Exhibitions do not

tempt them to stay. The two well paid Urdu assistants in the High schools have not many boys to teach in the High and Middle divisions, and Mr. Aitken once stated that he did not want an Urdu assistant for them. Instead of having independent anglo-vernacular schools for the few English learning boys at Akola and Amraoti and the exhibitioners sent from village schools, I thought it would be more economical to place them under the tuition of these assistants, one of whom (Akola, pay Rs. 50) has only two boys, and the other (Amraoti, pay Rs. 100) five boys to teach above the primary standards. The Headmaster of the Amraoti High school states that his Urdu assistant cannot teach efficiently the two small classes in the primary division and look after the Persian and Urdu of one or two boys in the higher classes of the school, and proposes that the two Urdu assistants in the two High schools be located in one place, and made to teach all the exhibitioners and paying students of that place. But it is to be considered whether Akola or Amraoti should have no teacher for its paying students, or whether an anglo-vernacular school should be formed for them.

58. As regards the purely Urdu schools, the Hindustani Deputy Inspector observes:—

"The percentages of pupils passed to those examined, to those present on examination days, and to those on rolls at the close of the year, also show an increase, being 59, 26, and 21, against 48, 21, and 15 of the previous year. The results are indeed higher than can be wholly accounted for by the fact that 9 or 10 assistants were added to the teaching staff during the year.

"As one of the means adopted to improve the tone of our schools, I may mention that at each school I visited I made it a particular point to draw the attention of masters to our present system of grading schools, and to tell them what principles and conditions it involved, and how under its strict dispensation they might improve their position or mar their prospects. This little lecturing, conveyed in an earnest spirit of admonition, has had the desired effect of inspiring them with a permanent solicitude for the good of their schools."

Apathy and poverty have conjointly operated to keep down Mahomedan education, and to these a third powerful element must be added, *viz*, "religious feuds," as the Deputy Inspector calls it. There are very few places in Berar where Urdu schools have not suffered more or less on account of these feuds or party spirit.

Government schools for girls.

59. The following statement shows the state of the Government girls' schools in the province:—

Districts.	No. of schools and scholars on 31st March. 1880. Schools.	Scholars. Upper division	Lower division	Total.	1881. Schools.	Scholars. Upper division	Lower division	Total.	Average No. on roll during the year.	Average daily attendance.	Expenditure. Rs.	a.	p.	Cost of educating each pupil. Rs.	a.	p.	No. passed in lower primary school examination.
Akola ...	2	5	43	48	1	3	24	27	26	18	354	12	0	13	10	4	...
Buldana ...	4	5	155	160	3	5	133	138	131	86	1,194	10	4	9	1	11	2
Basim ...	1	...	32	32	1	...	27	27	30	24	270	8	0	9	0	3	2
Amraoti ...	1	3	35	38	1	2	38	40	44	30	407	0	0	9	4	0	2
Ellichpur...	2	8	48	56	2	3	47	50	56	40	758	9	10	13	8	9	1
Total .	10	21	313	334	8	13	269	282	287	198	2,985	8	2	10	7	7	7

The Marathi school at Jalgaon and the Urdu school at Mehkar were closed during the year; and of the eight schools now remaining, six are Marathi and two Urdu. One of the latter and two or three of the former are reported to be doing fairly well. The Marathi school at Deulgaon Raja is well spoken of by the Deputy Commissioner, and the school at Ellichpur is said to be "doing excellently" under the new master. The Urdu school at Malkapur is improving under the new master All the others show no sign of vitality. The Marathi school at Basim I found in a very bad state.

Classification of scholars attending Government schools.

60. I subjoin a table showing the classes of pupils who attend Government schools :—

Schools.	Christians		Hindus.								Total	Per centage	Mussulmans.		Others.		Total.
			Brahmins		Kunbees		Low caste		Other Hindus								
	Pupils	Percentage	Pupils	Percentage	Pupils.	Percentage	Pupils	Percentage	Pupils	Percentage			Pupils	Percentage	Pupils	Percentage	
High class boys ..			44	81 5	1	1 9	..		8	14 8	53	98 1			1	1 9	54
Middle class boys	1	5	130	66 3	19	9 7	1	5	37	18 9	187	95 4	7	3 6	1	5	196
Primary.. Boys .	27	·1	3,746	14 6	7,276	28 3	447	1 7	10,710	41 6	22,179	86 2	3,488	13 6	30	1	25 724
Primary.. Girls .		..	49	17 4	13	4 6	..		145	51 4	207	73 4	75	26 6			282
Total for 1880-81..	28	1	3,969	15 1	7,309	27 8	448	1 7	10,900	41 5	22,626	86 2	3,570	13 6	32	1	26,286
Total for 1879 80.	19	07	3,707	15 45	6,915	28 37	415	1 7	10,024	41·12	21,121	86 64	3,226	13 23	14	·06	24 380

It will be observed that the number of pupils under each class has increased, and the increase has kept up the percentage of that class very nearly the same. The Kunbis have increased by 394, and the Mahomedans by 344.

Mahomedans.

61. Out of the total number of 3,570 Mahomedans attending our schools, about 2,492 learn Urdu, and about 1,078 learn Marathi. The Deputy Commissioner of Ellichpur states that in his district the percentage of Mahomedan boys to the total number of pupils in Government schools has increased from 13·2 to 13·7, and the percentage of Mahomedans learning Marathi to the total number of Mahomedan students, from 40·4 to 42 9, and adds that " these figures demonstrate just a slight increase in the numbers drawn to school, and more satisfactory still, that the increase comes in the Marathi schools, showing that Mahomedans are beginning to appreciate the advantage of being instructed in the vernacular." The arrangement proposed by you, and approved of by the Resident, of appointing Marathi Assistants in Urdu schools to afford the means of giving instruction in Marathi to Mahomedan boys, has been introduced in two Urdu schools, *viz.*, Malkapur and Amraoti, and the effect is yet to be seen. The Hindustani Deputy Inspector, however, calls this an "imperfect arrangement," and I do not understand him. The schools do not teach beyond the 4th Standard, and one of them has two Urdu teachers, and the other three. It did not, however, appear to me that the master and the people of Malkapur cared for such a provision.

Aided schools.

Schools aided by fixed grants.

62. Of the 134 private aided schools shown in the statement under para. 5, 12 are aided by fixed monthly grants, and the rest by result grants. Information regarding the former is given in the following table :—

Number.	Schools.	No. of pupils on 31st March 1881.			Average monthly No. on roll.	Average daily attendance.	No of pupils passed in the first three Primary Standards.	Sanctioned monthly grant
		Upper Division.	Lower Division.	Total.				Rs. a. p.
2	Amraoti and Buldana Mission boys' schools	4	79	83	89	66	22	40 0 0
1	Ellichpur European and Eurasian mixed school ...	7	3	10	12	9	...	50 0 0
3	Akola, Marathi and Murtazapur Marathi and Hindustani girls' schools ...	5	97	102	96	63	16	25 0 0
6	Boys' schools in the Akola District	...	144	144	140	105	46	36 3 4
12	Total ..	16	323	339	337	243	84	151 3 4

Mission schools.

63. The Mission school at Akola has been closed because "the studies were not carried on well, and because no good Christian teacher could be obtained on lower salary." The Rajapeth branch of the Amraoti Mission school has also been closed, and hence the attendance has decreased. The main school in the camp, which costs Rs. 60 per mensem, and which is attended by 48 pupils, passed 19 boys under all the 1st four Standards, including six under the Lower Primary course This is perhaps the highest number it ever did. The other Mission school is at Buldana, which is reported upon very unfavourably by the Deputy Inspector. The Mission does not spend anything on this school The Deputy Commissioner thinks the Deputy Inspector is prejudiced against it, and states that "this little school gives education to low caste boys, who are welcomed there, and not simply tolerated as in Government schools." I should say they are simply welcomed and not taught as in Government schools, in which their attendance is more than tolerated. In some of the Government schools the Dher boys have progressed up to the 5th and 6th Standards, and this could not be the effect of simple toleration.

European and Eurasian school.

64. The Ellichpur European and Eurasian school has dwindled down in attendance, and no result has been shown. The Deputy Inspector, who visited the school in August last, writes: "Since my last inspection the attendance has decreased from 15 to 12, owing to the young ladies in the senior class having left the school. The present first class contains four pupils. Two of them did sums in compound division correctly. The pupils read and explained a lesson of page 88 of Royal Reader No. IV. fairly, with one exception. Two parsed well and answered questions in the geography of Asia and Europe. In writing to dictation a passage from the reading book containing ten lines, they committed on the average seven mistakes." I have enquired whether the school committee could not draw up a scheme of education for these children to be improved by the Deputy Commissioner and the Director.

Native Girls' schools.

65. Instead of one we have now three Girls' schools aided by fixed grants. The members of the school committee at Murtazapur, who, on account of the certificates they had received for assistance rendered to the Educational Department, were stimulated to open two Girls' schools in their village, one Marathi, and the other Urdu, and to bind themselves to pay half their expenses. The new schools have made "a good beginning, and promise to do well. It is, however, too soon just now to say what they are likely to prove themselves to be" The aided Girls' school at Akola "has this year been able to show better results. One girl, who passed in Standard IV., receives a small scholarship from the committee, and her education is being specially looked after with the view of making her take part in the work of teaching."

Village Boys schools.

66. Out of the seven Village Boys' schools reported last year, one at Dahihanda has been closed, and another at Sagoda had remained closed for seven months, as the people expressed their unwillingness and inablity to maintain it. "They were, however, forced to re-open it under their former agreement." At two other places the Deputy Inspector was obliged to ask the people to pay all the arrears of the master's pay in his presence, and to warn them that such failure would make them lose the Government grant He observes that these schools were started by the people "in the hope that Government would come to their help and relieve them of the cost of maintaining them" They are not likely to be continued beyond the term of their agreements. If the establishment of such schools had not been insisted upon, and a wish expressed to measure the success of the department by their number, I should not have thought of trying in Berar an experiment which has failed everywhere else, and which has a demoralizing effect. I have just received an application from the people of one of the villages, stating that they are unable to pay half the salary of the master, and praying that their school may be turned into a branch school, which they state will succeed better.

Schools aided by result grants.

67. The following statement gives information regarding schools aided by result grants:—

Districts.	No. of schools which received grants in money and prizes.	Proficiency.		Capitation.	Prizes.	Total.
		No. of schools.	Amount.			
			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola	49	10	162 0 0	61 8 0	76 13 0	300 5 0
Buldana	25	9	138 4 0	88 0 0	41 14 0	268 2 0
Basim	11	9	124 10 0	55 0 0	16 13 0	196 7 0
Amraoti	17	7	99 0 0	72 8 0	41 12 0	213 4 0
Wun	7	3	31 1 0	10 0 0	2 9 3	43 10 3
Ellichpur	26	12	95 4 0	85 4 0	25 13 6	206 5 6
Total ..	135	50	650 3 0	372 4 0	205 10 9	1,228 1 9

We have given grants to 78 more schools than we did last year.

The amount given exceeds the last year's total by Rs. 75-15-9 only, and this shows that the increase in grants was not in proportion to the increase in schools. It is only the students of Government schools who expect to reap any advantage by opening new schools; but such of the students as qualify themselves for teaching in a Government school are employed by the Department, and it is only the indifferent men who are left to open private schools. They, however, do better and earn a large portion of the total amount than that obtained by "masters of the old stamp," who "are scarcely capable of fulfilling the conditions required for obtaining the grant."

Jail schools.

68. During the year paid teachers were employed experimentally in the jails at Akola and Amraoti, and though they have other work assigned to them in addition to teaching, they certainly have introduced some system. Instead of 4 about 40 juvenile and adult prisoners receive instruction at Akola, and more than 50 at Amraoti. They have been supplied with books and slates, and regularity of attendance is enforced. At Akola "all the prisoners appeared to have made satisfactory progress." The Deputy Inspector of Amraoti writes:—"I was glad to see that the short time that had elapsed since the appointment of independent teachers had not been wasted, but it showed its effects both in system and efficiency. Mr Law, the present jailor, has been taking a very active interest in the affair." I myself saw both the schools, and found that there was some real progress being made.

Physical education.

69. This has now become a favourite adjunct of our school studies. In the Training College it is compulsory, not because the students do not like it, but because we wish *all* of them to be good, strong men, and to be able to teach the subject in schools to which they may be appointed. The students get marks in it and attend to it carefully. In the High and other schools the subject has become popular, and people gladly contribute large sums for the apparatus. At the time of the annual examination the headmaster of the Amraoti High school had his pupils examined in gymnastics by experts and gave them prizes, which he hopes will be a stimulus to those who have hitherto kept themselves back. In the Akola District the gymnastic teacher "travelled 663 miles and visited 84 schools." In 17 places Rs. 366-4-0 were contributed by the people for apparatus, "which will add so many new institutions in the course of this year." The teachers in the other districts also had more to do, and their labours had been everywhere appreciated and encouraged.

VI.—Special Education.

Training College.

70. The following statement shows the statistics of the Training College, the only institution for special education in Berar :—

Years.	Number of students at the end of the year.					Average No. of students on roll during the year.		No. of students examined and passed in the 1st year's and certificate examinations.								No. of students who obtained employment.	
	Marathi side.		Hindustani side.					Marathi side.				Hindustani side.					
								Examined.		Passed.		Examined.		Passed.			
	Stipendiary.	Free.	Stipendiary.	Free.	Total.	Marathi side.	Hindustani side.	First year's course.	Second year's course.	First year's course.	Second year's course	First year's course.	Second year's course.	First year's course.	Second year's course.	Marathi side.	Hindustani side.
1878-79	25	1	14	...	40	26	12	16	10	4	4	6	4	3	2	11	2
1879-80	43	1	9	...	53	29	11	13	11	10	9	7	4	...	2	12	...
1880-81	59	1	10	1	71	49	10	29	11	13	6	6	3	4	2	11	2

The eight students passed in the second year's course were all appointed as masters or assistants on Rs. 12 to 15 per month, and those who failed in that course were appointed assistants or masters on Rs. 8 to 12 per mensem. We have now nearly the whole of the sanctioned number of students on roll, and during the current year we hope to supply a larger number of trained teachers. In your memo. on the last year's Report you observed that the increase in the number of scholarships was not sufficient for the necessities of the case, and regretted that I had not taken special and temporary measures to supply the present lamentable want of teachers. My first proposal to double the number of scholarships was submitted through you in April 1879; and if in the correspondence which ensued, I had been instructed to propose a much larger increase at once, there would have been no further discussion on the point. In your memo. No. 2899, dated 6th June 1879, on the Report for 1878-79, you remarked "of all the matters which the Director's Report refers to, none is more satisfactory than the proposed increase to the number of the students in the Training College at Akola. The necessity for enlarging this institution was pointed out in my last year's review, and although the increase which the Director has proposed is considerable, it will still, if I am not mistaken, fall something short of the necessities of the case." It did not then strike me that I was required to write for a modification of the proposals which had been already submitted. It was sanctioned at the end of the official year 1879-80, and before I could surmount the difficulty of carrying it out on the sanctioned scale, you recorded the remark above alluded to. In my letter No. 3036, dated 11th March last, I have already pointed out to you the difficulty of getting an increased supply of candidates for admission into the College, and when submitting the information which has been called for from Deputy Commissioners, as to the probable number of masters they will require, I shall move for an alteration in the Training College rules.

71. In 1875-76, the Deputy Inspectors reported that the number of masters under them who had received at least one year's training either in the Berar or other Normal schools was 147. Since that time I find 64 men similarly qualified were sent from the Akola Training College, and yet the number of trained men now returned by the Deputy Inspectors under the same instructions is 138. According to a statement submitted by the Principal of the Training College, it appears that there should be about 100 men more than the number returned by the Deputy Inspectors; and if this be true, we have about one-fourth the staff of our teachers having received some training. It must, however, be stated that the training of more than half of these men must be considered to be very incomplete. Major Bullock observes it is not to be understood that all our untrained men are "unfit to teach. Many of them are excellent masters," though I should say ignorant of that peculiar way of teaching which we call training. The Inspecting Officers are trying to educate them in this, and as they succeed, the cry of inefficiency and the demand for trained men will be less. We give

every opportunity to the old men to improve and deal summarily only with those of whom we have no hope. Under these circumstances it may not be necessary to take steps to produce a much larger supply of teachers until the result of those already taken is found to be inadequate, for it may not be desirable to dispose of a large number of existing teachers at once.

72. For the entrance examination of the college 61 candidates presented themselves, 40 on the Marathi side under the 5th Standard, and 21 on the Hindustani side under the 4th Standard; and 23 of the former and 9 of the latter were allowed to join as stipendiary students. Three of the latter, however, left the college before the end of the year. On the subject of this examination I communicated the following remarks to the Deputy Inspectors:—

"From the last entrance examination of the Training College it appears that only 40 candidates presented for it on the Marathi side and 26 of them were from the Akola District. Buldana sent eight, Basim three, and the other districts one each. There are now 77 Anglo-Marathi and Marathi schools which should teach up to the 5th Standard, and the number of candidates for them is really very small, especially when it is considered that 17 or 18 of them came from schools which were not expected to teach the 5th Standard. This will be a sort of guide to the Deputy Inspectors to judge of the efficiency or forwardness of their schools.

"Out of the 40 candidates only five passed in all the subjects of the Standard, and the Director of Public Instruction has allowed the Principal of the college to admit 18 others who have failed in one or more heads. There will therefore remain 12 more vacancies in the first year's class, and the Deputy Inspectors are requested immediately to select for them the most promising of the newly appointed assistants. They should have passed the 5th or the 6th Standard in the schools before the Educational or Deputy Educational Inspector, and should not have exceeded their 22nd year." It will be some time before we shall get a sufficient number of qualified candidates to fill up a larger number of scholarships in the college.

VII.—Exhibitions and Scholarships.

University scholarships, each of Rs. 20 per mensem.

73. As stated in paras. 29 and 30 out of the nine Berar University scholarships eight are filled up; four of the scholars attend the Elphinstone College, two attend the Deccan College, and two attend the Science College.

Vernacular scholarships, each of Rs. 10 per mensem.

74. For the ten vernacular scholarships tenable in the High schools, 17 candidates were examined, and five of them were successful, against four of the last year.

High and Middle school exhibitions, each of Rs. 6 and 5 per mensem.

75. Out of the 42 exhibitions in the high and middle divisions of the two High schools, 40 were filled up, against 35 of the last year, the two vacancies being on the Hindustani side.

The Anglo-vernacular school exhibitions, each of Rs. 4 per mensem.

76. Out of the total number of 95 exhibitions tenable in Anglo-vernacular schools by pupils of vernacular schools, 84 were filled up, against 83 of the last year. The Educational Inspector states that 53 exhibitions became vacant during the year by resignation, forfeiture, dismissal, &c., and 55 new appointments were made. Properly speaking, most of the vacancies should occur on account of promotion, and not on account of the reasons stated, and I will enquire into the matter.

The Deputy Inspector for Ellichpur quotes the following passage from the report of the Head Master of the Cantonment Anglo-vernacular school:—

"That some of the exhibitioners should, after receiving pay for several months, and passing an examination under the 5th and 6th Standards, have followed the example of other outside students, thus virtually defeating the object

of the institution, so kindly organized by Government for their own welfare and interest, is a most deplorable circumstance which can only be checked by some stringent rules, although it is too early to propose their desirability." As a remedial measure, the Deputy Commissioner would suggest "deferring payment till the 7th Standard examination was passed, and then giving the exhibition money set apart in the lump." I believe no person in Berar will agree to this condition, and our provision for these exhibitions will be altogether useless.

77. The Basim Deputy Inspector thinks that the present exhibitions are for boys of town schools in which the 4th Standard is taught, and proposes that similar exhibitions be provided for village schools which teach the 3rd Standard. He, however, forgets that his town and village schools are the same, and the number of former "has now increased," and is still increasing. He should place these exhibitions before his students as objects of ambition, and not lessen their value by making them too common. His proposal to increase the number of Anglo-vernacular school exhibitions is supported by Major Farrer, but the remarks in the above paras. will show that the present provision in not inadequate.

Scholarships in the Training College.

78. I have already stated that all the 75 scholarships in the Training College are filled up, except one on the Marathi and five on the Hindustani side. It appears that Mahomedan lads cannot endure the mental exertions of the college teaching, or the pressure of higher vernacular and anglo-vernacular standards, and, therefore, leave schools and scholarships without giving any notice to their teachers.

VIII.—Employment of Students in the Public Service.

79. The last graduate from Berar, who, as I stated in the last Report, was a candidate for service in one of the Civil departments, has been employed by the Deputy Commissioner of Akola. His position is yet low. Another of the Berar ex-scholars, who had completed his term for L. C. E., has been appointed assistant master in one of the Anglo-vernacular schools, and three matriculates have been appointed clerks; one by the Judicial Commissioner, and two by the Deputy Commissioner of Akola.

80. From returns received from Deputy Inspectors and Headmasters of High schools, it appears that about 68 students of our schools obtained employment in Government service; but so many as 54 of them were employed in the Educational Department; five in the Revenue Department, and three in the Census Department.

81. 43 candidates sat for the examination held in November 1880 for Public Service certificates, and 18 passed. Ten of the latter were students of the Training College I cannot find out how many of the others have obtained employment. The Headmaster of the Amraoti High school states: "It would appear from a large number of applications to me for extracts from the school register, that even these certificates have some value attached to them by officers, who invariably require candidates to produce them before they can be employed;" and from this it may be inferred that some of the passed candidates might have been benefited by the certificates. The question of making these certificates a *sine qua non* for admission into the Public Service, is, I believe, now before the Resident, and it appears that the Deputy Commissioners were consulted, and have given their opinions. Major Mackenzie states that he recommended the examinations to be abolished for the following reasons:—

"1*st*. Because they seem unnecessary, selecting officers for their own security, being likely to select the best suitable material better than the department can.

"2*nd*. Because they lead to considerable discontent and disappointment.

"3*rd*. Because they encourage a race who work (so far as education goes) to a minimum only, which is undesirable." It may, however, be observed that the Educational Department does not and cannot select men to be employed by other

officers. It can only declare that the candidate has passed a certain *educational* test, and it is for the Resident to decide whether some such test should be undergone and certified. I need hardly mention that in the neighbouring administrations of Bombay and the Central Provinces certificates of university and lower educational examinations are the only passes for admission into the Public Service.

IX.—Books.

82. The following statement will show the working of the Book Department during the year:—

Languages.	Balance on 31st March 1880.		Books purchased during the year.		Books sold during the year.		Balance on 31st March 1881.	
	No. of copies.	Amount.	No. of copies.	Amount.	No. of copies.	Amount.	No. of copies.	Amount.
		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.
English	6,710	3,057 15 3	2,754	1,177 11 6	2,535	900 9 9	6,929	3,335 1 0
Marathi	103,885	10,521 1 9	19,849	4,759 5 0	47,259	6,868 9 0	76,475	8,411 13 9
Sanskrit	2,872	880 5 0	229	286 10 0	139	138 15 0	2,962	1,028 0 0
Persian	923	59 1 6	94	19 4 0	99	28 3 3	218	50 2 3
Urdu	6,926	1,687 1 [illegible]	4,039	477 13 6	3,238	404 4 6	7,727	1,764 10 10
Total ...	120,616	16,205 8 10	26,965	6,720 12 0	53,270	8,336 9 0	94,311	14,589 11 10

No departmental books were printed during the year, but a larger number was purchased for re-sale. The Curator, Central Book Depôt, writes:—

"The total sale of the year amounted to Rs. 8,336-9-0, against Rs. 8,642-0-3 of last year, or less by Rs. 305-7-3. It consisted of books sold to boys Rs. 6,215-11-0, against Rs. 5,800-6-6 of last year, or more by Rs. 415-4-6, and of books sold for prizes Rs. 2,120-14-0, against Rs. 2,040-15-0 of last year, or more by Rs. 79-15-0. The decrease on the total sale as compared with last year is due to books for libraries of the value of Rs. 800-10-9 having been purchased last year. The profit on the sale was about Rs. 1,257-6-6, and commission and carriage amounted to Rs. 486-5-3, thus leaving about Rs. 771-1-3 as profit on the transactions of the year." The 22 branch depôts were well supplied with books, and the Deputy Inspector of Basim had taken with him a stock of books, out of which he sold of the value of Rs. 168.

83. The money account of the Depôt is shown below:—

Receipts.

	Rs. a. p.	Rs. a. p.
Stock on 31st March 1880	16,205 8 10	
Cash in hand	0 9 6	
		16,206 2 4
Stock received during the year ..	6,720 12 0	
Sale of broken boxes	18 8 0	
Subscription to Berar School Paper ...	2 8 0	
		6,741 12 0
		22,947 14 4

Disbursements.

	Rs. a. p.	
Payments into Treasury:—		
Sale of broken boxes of books... ...	18 8 0	
Sale proceeds of books	7,834 5 11	
Subscription to Berar School Paper ...	2 8 0	
Carriage and commission ...	486 5 3	
Stock on 31st March 1881	14,589 11 10	
Cash in hand at the Branch Book Depôt, Malkapur	16 7 4	
		22,947 14 4

X.—Miscellaneous.

School-houses.

84. I subjoin a table showing the number of school-houses completed during the year, and under construction at the end of it:—

Districts.	Buildings completed.		Buildings under construction.		Cost incurred during the year.
	No.	Accommodation.	No.	Accommodation.	
					Rs. a. p.
Akola	29	1,850	8	720	13,214 6 6
Buldana	2	70	2	70	930 7 0
Basim	...	...	1	250	1,000 0 0
Amraoti	1	75	5	505	5,394 0 8
Wun	1	40	3	135	2,842 10 0
Ellichpur	2	100	2	125	2,890 15 8
Total ...	35	2,135	21	1,555	26,272 7 10

All the buildings which were taken in hand in the Akola District some three years ago have been completed. The agency employed was Tahsildars, local officials, and members of school committees; and I am glad to observe that the works are, on the whole, satisfactorily done. The Akot Tahsildar had the largest amount of work (eight houses), and it was perhaps the best and most economical. The Jalgaon Tahsildar had six houses, and they, as well as the five houses constructed by the Tahsildar of Khamgaon, were well done; but I was not satisfied with the eight buildings erected in the Akola taluka, which were given to be done by contract. The two houses constructed in the Buldana District by the Local Fund Engineer I found to be very weak, and not likely to last long. The building of the High school at Amraoti has been rendered more suitable for school purposes by means of partitions, and sun-shades have been put up over doors and windows. The building itself is, however, fast becoming insufficient for the attendance, which is steadily rising, and we shall soon have to extend it. The Educational Inspector points out how necessary it has become to enlarge the accommodation of many of our anglo-vernacular and vernacular schools.

85. The average cost of the buildings for every ten square feet of accommodation which has been provided for each pupil is Rs. 13-0-3 for work done by Tahsildars and local agency, and Rs. 16-5-1 for work of the same quality done through the Local Fund Department. In the Central Provinces they have a standard plan for a school-house, giving 700 square feet of accommodation, the estimated cost of which is only Rs. 600, or Rs. 8-9-1 per pupil. I will send it for the opinion of the Deputy Commissioners.

86. There are 21 houses now under construction. The superstructure of the old school-house at Basim has, I hear, been just taken down, and I do not know what more time it will take for the building to be ready for the large but houseless school. The Deputy Commissioner of Amraoti regrets that in his district "so little was done in the year under report to provide better accommodation," owing to the illness of the late Local Fund Engineer.

87. In my Report for 1875-76 I stated that, in the opinion of the Deputy Inspectors, about 126 school-houses were required then, and after what we have done during five years, they report that they want 100 more, as shown below:—

Akola.	Buldana.	Basim.	Amraoti.	Wun.	Ellichpur.	Total.
17	16	4	22	21	20	100

I do not think the estimate is correct. The Basim Deputy Inspector states his want to be four, but from the description he gives of the existing buildings it appears that he wants five times the number; and I know this to be the case. It must, however, be stated that about one-fourth the number of houses required are for new schools which have been lately opened; and I am sorry the Deputy Inspectors did not, before giving the schools, take from the people suitable accommodation for them as promised. If we have to build a house for every school we open, we shall never come to the end of the business, even with the assistance which the people may give.

School repairs.

88. The following statement shows the number of school-houses repaired during the year, and the cost of repairing them :—

Districts.	No. of schools.	General Revenues.			Educational Cess.			Town Fund.			Total.		
		Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Akola	...	690	0	0	1,333	9	6	...			2,023	9	6
Buldana	35	212	0	0	997	7	0	...			1,209	7	0
Basim	50	...			967	4	0	...			967	4	0
Amraoti	43	104	3	4	1,375	1	1	...			1,479	4	5
Wun	30	119	0	0	480	0	0	...			599	0	0
Ellichpur	40	163	0	0	526	0	0	10	0	0	699	0	0
Total ...	198	1,288	3	4	5,679	5	7	10	0	0	6,977	8	11

The expenditure from general revenues was on anglo-vernacular schools, which receive no aid from the Cess Fund.

89. The work of repairs is, I believe, everywhere entrusted to the Tahsildars, who require the masters and patels to do it on the spot. The Deputy Inspector of Wun suggests that the experiment of getting these repairs done by school committees may be tried, and I think the trial will prove beneficial.

They may with their local influence do this with greater economy, and may show themselves able and willing to assist us in constructing new school-houses much more economically and satisfactorily.

School furniture.

90. The following sums were expended on school furniture during the year :—

Districts.	General Revenues.			Educational Cess.			Fees.			Subscriptions.			Total.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a	p.	Rs.	a.	p.
Akola	57	0	0	999	9	7	620	9	4	...			1,677	2	11
Buldana ...	...			187	12	7	...			...			187	12	7
Basim	140	0	0	135	0	0	58	1	0	140	0	0	473	1	0
Amraoti ..	...			1,161	1	9	292	8	0	...			1,453	9	9
Wun	...			198	4	0	110	2	0	...			308	6	0
Ellichpur ...	...			100	0	0	112	7	3	...			212	7	3
Total ...	197	0	0	2,781	11	11	1,193	11	7	140	0	0	4,312	7	6

School committees.

91. All the Deputy Inspectors, except one, report that they have received great assistance from the several of the committees; and it is hoped that the privileges and honours we have been conferring on them will attach them more strongly to our cause, and make education a subject of more local interest than it has hitherto been. The spirit of emulation and rivalry we have succeeded in awakening among these bodies has already given an earnest of their future usefulness, and I have no doubt that a little more fostering care and gentle prompting will, in time, make them working local boards.

92. In paras. 4 and 8 of your office Circular No. 974, dated the 26th May 1874, it is stated that "the Committees must of course be purely unofficial," and that "no Government employé is eligible to serve on such committee." Major Mackenzie thinks that this wording prohibits the appointment of Patels and Patwaris on such committees, and observes:—"There possibly was some good reason for this at the time, but I certainly think with the Deputy Educational Inspector that their exclusion is now harmful, and I would therefore advise that order being rescinded." I do not think the order had reference to Patels and Patwaris, who are already borne as members on many school committees, and in small villages it is hardly possible to get others capable of rendering any assistance. Intelligent Patels and Pandyas, when their sympathies are engaged, can do more by their example than by their official influence. In my letter No. 2540, dated the 9th February 1880, I brought to your notice the instance of the Patel of Dhotra, in the Buldana District. This Ganpatrao, Deshmukh, has kept up an attendance of 72 pupils in a small village school, has paid for an assistant master for many months, has given school and gymnastic apparatus at his own expense, has made a little plantation around the school, in a waterless village, and above all, has kept his daughters in the school even after their having passed the age of childhood. The Deputy Inspector writes:—"He is a gentleman of enlightened views, and has successfully broken down the shackles of the zenana system by not only sending his own daughters to the school, but induced the other Deshmukhs to educate theirs, one of whom passed the 4th Standard very creditably. He has been honored with a certificate by the Commissioner; but, in my humble opinion, he should be given a certificate of chair, which is also held in high honor by ordinary people. His excellent example has been followed by the committee at Badnair, and Baboosing, Deshmukh, has already given Rs. 72 for paying the salary of an assistant master." Here we see a Patel following the worthy example of another Patel, and the Deputy Commissioner recommends some notice being taken of their generosity.

Boarding establishments attached to High schools.

93. The following statement will show that the boarding establishments at Akola and Amraoti have further increased in their usefulness:—

Locality.	No. of boarders on 31st March 1880.	No. of boarders on 31st March 1881.	Average monthly No. of boarders during 1880-81.	Average monthly cost for each boarder.
				Rs. a. p.
Akola	69	79	58	4 6 6
Amraoti	59	69	58	4 15 0
Total ..	128	148	116	

The number of boarders has increased beyond the accommodation which has been provided for them. At Akola, we enlarged the dining and lodging rooms, and at Amraoti, enclosed the verandas for dining purposes, and still we are in want of more room. The Amraoti Headmaster states that "the house was intended for thirty boarders, but the institution has become so successful that the number of boarders has been throughout the year nearly twice that number." At Akola, 48 of the boarders are students of the Training College, and this number is still to rise. Students of our anglo-vernacular schools have also availed themselves of the institutions at both the places. The expenses are managed by the boys themselves; and in doing this they consult their own means, and have nothing to complain of.

94. A house for the Mahomedan students of the Amraoti High school has been hired at a rent of Rs. 5 per month, sanctioned by Government, and seven students lodge in it, and are superintended by Mr. Mahomed Husain, the 2nd Assistant, who stays with them. The students cook their own food, and have engaged a servant to do menial work.

95. For each of the boarding establishments the services of a medical attendant have been engaged at a monthly cost of Rs. 10. The Hospital Assistants at both the stations who get this special allowance have to visit the boarding-houses once a month, and to attend whenever their services are specially required.

School Libraries.

96. I fully intended to add to the school libraries some useful books, but on account of the question of custody and disposal of fees having remained long unsettled, I could not carry out my intentions. Seven copies of Dr. Duff's life were received from the Resident for distribution among the High and Anglo-vernacular schools, and 50 copies of a Marathi book, called "Practical treatise on agriculture and horticulture of Western India," were purchased for distribution among the vernacular schools. Copies of the Sanitary Primer in Marathi and Urdu were supplied to all the vernacular schools. In the High schools the library books are now "more frequently referred to by the assistant masters and the boys;" and the Wun Deputy Inspector states that the masters and pupils of the three principal schools in his district appear to have read during the year 83 books out of the 325 in the school libraries. A supply of more readable and useful books will no doubt make our masters less dependent on others for self-instruction than they are now.

Literature.

97. No books were presented for patronage to the Vernacular Literature Committee, and there were only four books registered in the province during the year, *viz.*, *Krishna Kumari*, a novel, first and second reading books of the Educational Department, and four monthly numbers of *Nyasar*, a summary of law reports. The *Berar School Paper* and *Sapta Shati*, a religious book, registered in this province, were printed in Bombay.

Literary societies.

98. As stated in the last Report there is now only one institution of the kind remaining in Berar, *viz.*, the *Vaktrutwotejaka Sabha*, of Amraoti. The subjects chosen for this year's addresses were: (1) advantages of the revival of the Hindu institution of Panchayat, and (2) usefulness of census. 16 candidates spoke on these subjects, and five prizes, amounting in all to Rs. 105, were given.

Literary institutions.

99. Of the 16 libraries reported last year, two at Ballapur and Ellichpur were closed, and a reading room was opened at Pusad.

The following table gives the information furnished by Deputy Inspectors regarding the institutions:—

Districts.	Locality.	Average No. of subscribers during the year.	Rates of subscription.	Average monthly income. Subscription.			Average monthly income. Other sources.			No. of books in the Library.	No. of books issued to subscribers during the year.	No. of newspapers. Vernacular and Anglo-vernacular.	No. of newspapers. English.
				Rs.	a.	p.	Rs.	a.	p.				
Akola.	Akola ..	28	1 Re., 8, 4 as. ...	16	1	4	...			130	18	6	4
	Akot ...	20	1 Re., 8, 4 as. ...	12	0	0	...			305	...	6	1
	Khamgaon ...	12	1 Re., and as. 8...	10	0	0	...			300	...	...	1
	Jalgaon ...	42	..	14	0	0	...			...	...	7	...
Buldana.	Buldana ...	30	Rs. 2 & 1, as. 8, 4.	20	0	0	...			75	25	11	6
	Mehkar ..	30	Re. 1 & as. 8, 4 ..	15	0	0	...			...	...	6	2
	Malkapur ..	23	Re. 1 & as. 8, 4 ..	...			...			175	8	8	2
Amraoti.	Basim ..	8	Rs. 2 & 1, as. 8 ..	6	0	0	10	0	0	551	42	5	2
	Pusad ..	...	...	..			...			...	...	6	...
	Amraoti ...	...	Rs. 2 & 1, as. 8, 4.	24	3	0	25	0	0	558	293	7	7
	Murtazapur ..	14	Re. 1 & as 12, 8, 4.	4	8	4	0	13	4	11	5	4	1
Wun.	Wun ...	20	Re. 1 & as 12, 4, 2.	12	0	0	...			40	75	4	...
	Kelapur ...	2	Rs. 2-4-0 ...	2	4	0	...			...	...	1	...
	Yeotmal .	18	Rs. 2, 1½, as. 4 ..	14	0	0	10	0	0	106	40	7	3
Ellichpur.	Ellichpur Cantonment ..	41	Rs. 2 & 1, as. 8, 4.	23	0	0	5	0	0	700	75	10	4

Of the six zilla station libraries, those at Amraoti, Ellichpur Cantonment, and Yeotmal seem to be doing fairly. The one at the small station of Buldana has a fair income, and is supplied by European gentlemen with English newspapers. The Akola library is very poor in books, and its income is comparatively small, owing probably to the more influential members of the native community having a reading room attached to club. The Basim library exists on account of the municipal grant of Rs. 10. Of the taluka station libraries, those at Akot, Khamgaon, Jalgaon, Malkapur, Mehkar, and Wun, are at present well supported. For the first of these, Gangaram, Jemadar of Panaj, built a nice little house near the tahsil cutcherry and the school at a cost of Rs. 500, which, with the new chowdi and the new school gate and fountain constructed by Tukaram, Deshmukh of Bhamberi, at a cost of Rs. 400, has considerably improved the appearance of the locality.

Conclusion.

100. In conclusion, I have to acknowledge with thanks the co-operation of the district officers, whose reports, herewith submitted, are proofs of the increased care and attention to that portion of the departmental work which is entrusted to them. To the list of civil officers, I may add the name of Mr. Hobson, the Police Superintendent of Ellichpur, who always takes interest in schools and schoolmasters.

101. As regards the subordinate officers in other departments, I may be permitted to mention the gentlemen named in the margin, who rendered cordial, willing, and useful assistance to the Department during the year. The first three had much to do with school buidings, which they constructed with speed and economy, and which, as far as I can judge, are more substantial than those erected through other agencies.

Mr. Deorao Jaykrishna, Tahsildar, Akot.
" Ardesar Dinshaji, do., Jalgaon.
" Bhaskar Maheshwar, do., Khamgaon.
" Waman Narayan, do., Chandur.
" Parashram Ganesh, do., Mehkar.
" Badr-ud-Din, do., Pusad.
" Krishnaji Anant, Acting Tahsildar, Pusad.
" Balkrishna Kashinath, Inspector of Police, Daryapur.

The remaining five took every opportunity to visit the schools in their jurisdiction, enter intelligent remarks on their state, and give advice and encouragement to the people.

102. Among the non-officials, I have again to mention Mr. Gabusing, Jemadar, the Special Magistrate and President of the school committee at Akot, whose continued and unwearied exertions in the interests of the department cannot be over-estimated. He has stirred up to action and emulation members of many school committees, and well-to-do private persons. I have already mentioned above the names of Gangaram, Jemadar of Panaj, Tukaram, Deshmukh of Bhamberi, and Ganpatrao, Deshmukh of Dhotra, and I am glad to add to them the names of Devidas Kanaya Lal, of Pathurda, and Krishna, Deshmukh of Boregaon, who have, at their own expense, laid out school gardens and dug wells. It has been already stated that Messrs. Vishwanath Atmaram, Amritrao Khushalrao, and Zorawar Sing Kissan Sing, members of the school committee at Murtazapur, have jointly agreed to pay half the expenses of two new Girls' schools aided by Government.

103. As regards the members of the Educational Department, I have to acknowledge the able and intelligent assistance of Mr. Shriram Bhikaji Jatar, the Educational Inspector, and to refer you to the reports of the Deputy Commissioners, to show that all the Deputy Inspectors have given satisfaction in the performance of their duties. Mr. Aitken, the Headmaster of the Akola High school, has attained a fair success this year; and Mr. Vishnu Moreshwar Mahajani, the Headmaster of the Amraoti High school, has, for three consecutive years, kept up his school in a high state of efficiency. Mr. Nilkanth

Narayan Bhat, the Principal of the Training college, has assisted in doing much extra work, principally the editing of the *School Paper*. The masters of many of the anglo-vernacular and vernacular schools have worked efficiently, and I give in the margin the names of a few of them whose labors are distinguished with more of that conscientiousness, willingness, and zeal, which add so much to the value of ability and intelligence.

Mr. Hari Moreshwar Shevde, Headmaster, Anglo-vernacular school, Malkapur.
Mr. Keshava Brahmagiri Palekar, Headmaster, Anglo-vernacular school, Ellichpur Cantonment.
Mr. Sadashiv Govind Damle, Headmaster, Anglo-vernacular school, Akot.
Mr. Janardan Narayan Natu, Headmaster, Anglo-vernacular school, Amraoti.
Mr. Purshotam Ganesh Kelkar, Headmaster, Anglo-vernacular school, Basim.
Mr. Shitaram Waman Bagaitkar, Headmaster, Vernacular school, Belkhed.
Mr. Ahmedali Khan, Headmaster, Hindustani school, Akot.
Mr. Waman Bapuji, Headmaster, Vernacular school, Buldana.
Mr. Bhikaji Lakshman, Headmaster, Vernacular school, Nair.
Mr. Shridhar Balkrishna, Headmaster, Vernacular school, Shirala.
Mr. Basant Bansilal, Headmaster, Vernacular school, Kakda.

I have the honour to be,

Sir,

Your most obedient Servant,

NARAYAN B. DANDEKAR,

Director of Public Instruction,

Hyderabad Assigned Districts.

EDUCATION.

General Form No. I.—*Return of Colleges, Schools, and Scholars for the official year* 1880-81.

Area and population of the Province.					Colleges, schools, and scholars.	Secoary education.		Primary education.	Special or technical education.	Percentage of schools and scholars to population.			Remarks.
No. of districts.	No. of division.	Total area.	Cultivated arer	Total population.		High schools.	Middle schools.	Primary schools.	Normal schools.	High schools.	Middle schools.	Primary schools.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
					Institutions. For Males ...	2	5	855	1	·00009	·0002	·04	
					Institutions. For Females	...	...	12	...	...	...	·0005	
6	1	17,711	*11,162	2,227,654	Total ...	2	5	867	1	·00009	·0002	·04	* As entered in the Resident's Administration Report of the Hyderabad Assigned Districts for the year 1879-80.
					Scholars ... Males ...	54	196	31,448	71	·002	·009	1·4	
					Scholars ... Females ...	...	...	†452	...	...	...	·02	† Includes 59 girls attending institutions for males.
					Total ...	54	196	31,900	71	·002	·009	1·4	

EDUCATION.

General Form No. II.—*Return of Colleges, Schools, and Scholars for the official year* 1880-81.

Class of Institutions	Government Institutions. No. of institutions.	Government Institutions. No. of scholars on the rolls on 31st March.	Government Institutions. Average No. on the rolls during the year.	Government Institutions. Average daily attendance.	Government Institutions. No. of scholars on 31st March learning: English.	Government Institutions. No. of scholars on 31st March learning: A classical language.	Government Institutions. No. of scholars on 31st March learning: A vernacular language.	Aided Institutions. No. of institutions.	Aided Institutions. No. of scholars on the rolls on 31st March.	Aided Institutions. Average No. on the rolls during the year.	Aided Institutions. Average daily attendance.	Aided Institutions. No. of scholars on 31st March learning: English.	Aided Institutions. No. of scholars on 31st March learning: A classical language.	Aided Institutions. No. of scholars on 31st March learning: A vernacular language.	Unaided Institutions under regular inspection. No. of institutions.	Unaided Institutions under regular inspection. No. of scholars on the rolls on 31st March.	Unaided Institutions under regular inspection. Average No. on the rolls during the year.	Unaided Institutions under regular inspection. Average daily attendance.	Unaided Institutions under regular inspection. No. of scholars on 31st March learning: English.	Unaided Institutions under regular inspection. No. of scholars on 31st March learning: A classical language.	Unaided Institutions under regular inspection. No. of scholars on 31st March learning: A vernacular language.	Grand total of Institutions.	Grand total of scholars on 31st March.	Grand total of scholars on 31st March learning: English.	Grand total of scholars on 31st March learning: A classical language.	Grand total of scholars on 31st March learning: A vernacular language.	Classification according to race or creed on 31st March: Europeans and Eurasians.	Classification according to race or creed on 31st March: Native Christians.	Classification according to race or creed on 31st March: Hindus.	Classification according to race or creed on 31st March: Mahomedans.	Classification according to race or creed on 31st March: Others.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	a 28	b 28	c 28	d 28	e 28	29
High and Middle schools.																																	
Secondary education. For boys. *High schools.* English ...	2	54	43	36	54	52	54	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	54	54	52	54	...	...	53	...	1	
Secondary education. For boys. *Middle schools.* English ...	5	196	173	145	196	171	196	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	196	196	171	196	...	1	187	7	1	
Primary education. For boys. English ...	2	*21	19	16	21	21	21	1	10	12	9	10	...	...	...	...	...	...	...	...	...	3	31	31	21	21	10	...	3	18	..	
Primary education. For boys. Vernacular.	457	25,703	24,292	17,520	595	...	25,703	129	2,735	2,718	2,242	7	2,735	...	266	3,038	2,638	2,338	...	...	3,038	852	31,476	602	...	31,476	6	27	27,515	3,898	30	
Primary education. For girls. Vernacular	8	282	287	198	...	...	282	4	111	105	71	...	...	111	...	...	...	...	...	...	...	12	393	...	...	393	..	9	276	108	.	
Schools for special or technical training... ...																																	
Normal schools for masters	1	71	59	50	...	...	71	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	71	..	...	71	...	...	59	12	...	
Total ...	475	26,327	24,873	17,965	866	244	26,327	134	2,856	2,835	2,322	171	2,735	111	266	3,038	2,638	2,338	...	...	3,038	875	32,221	883	244	32,211	16	37	28,093	4,043	32	

*Includes 59 girls.

EDUCATION.

GENERAL FORM No. III.—*Return of expenditure on Educational Establishments, Hyderabad Assigned Districts, for the official year* 1880 81.

Class of Institutions	Expenditure. Government Institutions: Provincial revenues	Educational cess	Town Fund	Municipal fund	Subscriptions	Fees	Total	Aided Institutions: Provincial revenues	Educational cess	Town Fund.	Municipal fund	Fees	Other sources	Total	Total Government expenditure	Total expenditure from other sources	Grand total of expenditure	Percentage of expenditure	Average annual cost of educating each pupil: Government Institutions: Total cost	Cost to Government.	Aided Institutions: Total cost	Cost to Government	Remarks
1	2-a	2 b	2-c	2 d	2-e	2 f	2	3-a	3-b	3-c	3-d	3-e	3-f	3	4	5	6	7	8	9	10	11	12
	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs.	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs. a p	Rs a p	Rs a p	Rs a p	
High and Middle Schools.																							
Secondary education — For boys English ..	22 625	..	...	...	...	628	23,253	...	...	..	..	...	...	...	22 625	628	23,253	7 05	107 10 5	104 11 11	...	...	
Primary Schools																							
Primary education — For boys — English .	1,854	.	..	...	...	58	1,912	600	..	..	.	88	...	688	2,454	58	2,512	8	100 9 3	97 9 3	57 5 4	50 0 0	
Primary education — For boys — Vernacular	1,18,884	50,327	185	592	...	10,710	1,80,698	2,219	...	120	100	7,555	1,774	11,768	1,21,103	71,451	1,92,554	58 4	7 7 0	4 14 4	4 5 3	0 13 1	
Primary education — For girls — Vernacular	1 508		981	497	...	.	2,986	215	...	..	150	...	113	478	1,728	1,741	3,464	1 05	10 6 5	5 4 1	4 8 10	2 0 9	
Schools for special or technical training																							
Normal school for Masters .	3,360	...	...	...	...	..	3,860	...	...	...	...	...	...	...	3,860	..	3,860	1 2	65 6 9	65 6 9	...	...	
Direction ...	18,135	...	...	...	...	...	18,135	...	...	...	.	...	...	...	18,135	...	18,135	5 5	..	...	...	...	
Inspection	27,887	480	...	...	...	...	28,367	...	...	...	...	...	...	...	27,887	480	28,367	8 6	...	...	...	...	
Scholarships — Colleges	1,910	...	...	...	...	...	1,910	...	...	...	...	...	...	...	1,910	..	1,910	6	...	...	...	...	
Scholarships — Schools ..	9,534	..	..	...	...	...	9,534	...	...	...	...	...	...	...	9,534	.	9,534	2 9	...	...	...	..	
Buildings	5,102	20,321	709	140	..	...	26,272	...	...	...	...	...	...	...	5,102	21,170	26,272	8	...	...	...	...	
Miscellaneous	(a)10,163	(b) 8,904	10	41	140	...	19,258	...	..	..	..	..	..	...	10,163	9,095	19,258	5 9	..	...	...	...	
Total ..	2,1,462	80,032	1,885	1,270	140	11,396	3,16,185	3,034	...	120	250	7,643	1,887	12 934	2,24,496	1,04,623	3,29,119	..		.	...	..	

(a) —Book and prize allowance .. Rs 210
Book Depot .. .. . „ 8,525
Repairs . „ 1,288
Furniture . „ 140
Total Rs 10,163

(b) —Repairs .. ... Rs 5,679
Furniture . . .. „ 2,782
Deputy Commissioners' Office Clerks and gratuities „ 443
Total Rs 8 904

EDUCATION.

GENERAL FORM No. IV.—*Return showing the result of prescribed examinations during the official year* 1880-81.

Nature of examination.	No. of Institutions sending examinees.			No. of examinees.				Number passed.				Percentage of passed scholars on total No. on rolls at the beginning of the year.		Remarks.
	Government institutions.	Other institutions.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Schools.														
Matriculation-boys	2	...	2	14	...	1	15	8	...	1	9	18·2	...	
Middle school examination-boys ...	2	...	2	32	...	...	32	26	...	...	26	15·4	...	
Upper Primary school examination. Boys ...	24	...	24	146	...	...	146	89	...	...	89	3·6	...	
Lower Primary school examination. Boys ...	378	26	404	2,716	108	...	2,824	1,281	45	...	1,326	6	1·4	
Lower Primary school examination. Girls ...	4	1	5	14	3	...	17	7	3	...	10	2	9·3	

EDUCATION.

SUBSIDIARY FORM No. II.—*Statistical Return of High and Middle Schools (English and Vernacular) for Boys for the official year* 1880-81.

District.	Name or Class of Institution.	No. of Institutions.	No. of scholars on the rolls on 31st March.			Average No. on the roll during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March.				No. of scholars on 31st March learning				Expenditure.			Annual cost of educating each scholar.		No. passed.		Remarks
			In High schools.	In Middle schools.	Total.			Native Christians.	Hindus.	Mahomedans.	Others.	English.	Vernacular.	Persian.	Sanskrit.	Grants from Provincial Revenues.	Fees.	Total.	Total cost.	Cost to Government.	Matriculation or equal examination.	Middle school examination.	
1	2	3	4-*a*	4-*b*	4	5	6	7-*a*	7-*b*	7-*c*	7-*d*	8-*a*	8-*b*	8-*c*	8-*d*	9-*a*	9-*b*	9	10	11	12	13	14
																			Rs. a. p.	Rs a p.			
	English schools, Government.																						
Akola ...	Akola High school ...	2	22	73	95	81	64	1	92	2	...	95	95	1	92	10,751	229	10,980	135 8 11	132 11 8	4	13	
Buldana ...	Malkapur Anglo-Vernacular	1	...	9	9	10	8	...	9	..	...	9	9	...	...	1,379	3	1,382	138 3 2	137 14 5	...	...	
Basim ...	Basim do. ...	1	...	6	6	7	5	...	6	...	...	6	6	...	...	1,199	4	1,203	171 13 9	171 4 7	...	...	
Amraoti ...	Amraoti High school ...	2	32	99	131	105	93	...	124	5	2	131	131	6	124	7,792	389	8,181	77 14 7	74 3 4	4	13	
Ellichpur...	Ellichpur Cantonment Anglo-Vernacular ...	1	...	9	9	13	11	..	9	...	...	9	9	...	...	1,504	3	1,507	115 14 9	115 11 1	...	...	
	Total ...	7	54	196	250	216	181	1	240	7	2	250	250	7	216	22,625	628	23,253	107 10 5	104 11 11	8	26	

SUBSIDIARY FORM No. IV.—*Statistical Return of Primary Schools*

District.	Name of Class of Institution.	No. of Institutions.	No. of scholars on the rolls on 31st March. In Upper division.	In Lower division.	Total.	Average No. on rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.
1	2	3	4-a	4-b	4	5	6	7-a.	7-b	7-c.	7-d.	7-e.
	English Schools.											
Akola.	Government	1	9	..	9	7	6	...	...	2	7	...
Amraoti.	Government	1	12	...	12	12	10	...	..	1	11	...
Ellichpur.	Aided	1	7	3	10	12	9	10		...	...	...
	Total Government schools ..	2	21	...	21	19	16	..		3	18	...
	Total aided schools ...	1	7	3	10	12	9	10	...	...	...	...
	Grand Total English schools...	3	28	3	31	31	25	10	.	3	18	...
	Vernacular Schools..											
Akola.	Government	107	1,096	6,212	*a* 7,308	7,120	5,235	...	9	6,454	840	5
	Aided	50	37	961	998	1,010	779	...	...	913	85	...
	Unaided	91	17	1,070	1,087	1,060	950	...	...	951	136	...
	Total ...	248	1,150	8,243	9,393	9,190	6,964	...	9	8,318	1,061	5
Buldana.	Government	77	470	3,582	*b* 4,052	3,604	2,593	...	8	3,304	738	2
	Aided	24	...	422	422	422	392	...	...	422	...	...
	Unaided	49	...	552	552	552	523	...	...	524	28	...
	Total ...	150	470	4,556	5,026	4,578	3,508	...	8	4,250	766	2
Basim.	Government	58	233	2,181	*c* 2,414	2,362	1,722	...	...	2,122	292	...
	Aided	9	..	190	190	192	154	...	...	175	15	...
	Unaided	16	...	168	168	*80	*79	...	...	148	20	...
	Total ...	83	233	2,539	2,772	2,634	1,955	...	..	2,445	327	...
Amraot.	Government	98	592	5,371	*d* 5,963	5,502	3,906	5	...	5,182	775	1
	Aided	18	4	526	530	542	446	...	6	520	4	...
	Unaided	50	...	601	601	601	522	...	...	500	101	...
	Total ...	166	596	6,498	7,094	6,645	4,874	5	6	6,202	880	1
Wun.	Government	47	157	1,978	*e* 2,135	1,952	1,438	1	2	1,832	299	1
	Aided	7	...	124	124	95	95	...	...	124	...	...
	Unaided	23	...	210	210	...	...	...	.	205	5	...
	Total ...	77	157	2,312	2,469	2,047	1,533	1	2	2,161	304	1
Ellichpur.	Government	70	456	3,375	*f* 3,831	3,752	2,626	...	2	3,282	526	21
	Aided	21	3	468	471	457	376	...	...	438	33	...
	Unaided	37	...	420	420	345	264	...	...	419	1	...
	Total ...	128	459	4,263	4,722	4,554	3,266	...	2	4,139	560	21
	Total Government schools..	457	3,004	22,699	25,703	24,292	17,520	6	21	22,176	3,470	30
	Total aided schools ...	129	44	2,691	2,735	2,718	2,242	...	6	2,592	137	...
	Total unaided schools ...	266	17	3,021	3,038	2,638	2,338	...	...	2,747	291	...
	Grand Total Vernacular schools.	852	3,065	28,411	31,476	29,648	22,100	6	27	27,515	3,898	30
	Grand Total English and Vernacular schools.	855	3,093	28,414	31,507	29,679	22,125	16	27	27,518	3,916	30

a Includes 18 girls. *b* Includes 14 girls. *c* Includes 14 girls. *d* Includes 1 girl. *e* Includes 5 girls. *f* Includes 7 girls.

* Information for

CATION.

(English and Vernacular) for Boys for the official year 1880-31.

No. of scholars on 31st March learning			Expenditure.							Annual cost of educating each scholar.		No. passed.		
Eng. lish.	Verna-cular.	Per-sian.	Grants from Pro-vincial Revenues.	Educa-tional Cess.	Town Fund	Mu-nici-pal Fund	Fees.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary school examin-ation.	Lower Primary school examin-ation.	Remarks.
8-a.	8-b.	8-c.	9-a.	9-b.	9-c.	9-d.	9-e.	9-f.	10.	11.	12.	13.	14.	15.
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
9	9	9	528	...	...	...	21	...	549	78 6 10	75 6 10	1	...	
12	12	12	1,326	...	...	...	36	...	1,362	113 8 0	110 8 0	2	...	
10	...	...	600	...	...	...	88	...	688	57 5 4	50 0 0	...	...	
21	21	21	1,854	...	...	...	57	...	1,911	100 9 3	97 9 3	3	...	
10	...	...	600	...	...	...	88	...	688	57 5 4	50 0 0	...	...	
31	21	21	2,454	...	..	...	145	...	2,599	83 13 5	79 2 7	3	...	
227	7,308	...	34,678	15,120	186	...	3,257	...	53,241	7 7 8	4 13 11	38	469	
...	998	...	947	...	...	100	2,624	...	3,671	3 10 2	0 15 0	...	5	
...	1,087	...	...	...	...	...	2,236	...	2,236	2 1 9	...	...	...	
227	9,393	...	35,625	15,120	186	100	8,117	...	59,148	6 6 11	3 14 0	38	474	
118	4,052	...	21,441	6,745	...	...	1,724	...	29,910	8 8 4	5 15 2	8	200	
...	422	...	269	...	120	...	1,736	...	2,125	5 0 7	0 10 2	...	9	
...	552	...	...	...	...	...	2,762	...	2,762	5 0 1	...	...	...	
118	5,026	...	21,710	6,745	120	...	6,222	...	34,797	7 9 7	4 11 10	8	209	
39	2,414	...	11,437	4,858	...	...	1,063	...	17,358	7 5 7	4 13 6	4	128	
...	190	...	195	...	...	...	686	...	881	4 9 5	1 0 3	...	7	
...	168	...	...	...	...	...	*288	...	288	3 9 7	...	...	...	
39	2,772	...	11,632	4,858	...	...	2,037	...	18,527	7 0 6	4 6 8	4	135	
103	5,963	...	21,441	13,420	...	360	1,962	...	37,183	6 12 2	3 14 4	16	214	
7	530	...	582	...	...	...	32	2,158	2,772	5 1 10	1 1 2	...	14	
...	601	...	...	...	...	...	...	2,080	2,080	3 7 4	...	...	...	
110	7,094	...	22,023	13,420	...	360	1,994	4,238	42,035	6 5 3	3 5 0	16	228	
29	2,135	...	11,940	3,330	...	...	976	...	16,246	8 5 3	6 1 10	7	111	
...	124	...	43	...	...	...	442	...	485	5 1 8	0 7 3	...	2	
...	210	...	...	...	...	...	...	...	...	...	...	...	1	
29	2,469	...	11,983	3,330	...	...	1,418	...	16,731	8 10 7	5 13 8	7	114	
79	3,831	...	17,946	6,852	...	232	1,727	...	26,757	7 2 1	4 12 6	13	159	
...	471	...	181	...	...	...	1,651	...	1,832	4 0 2	0 6 4	...	5	
...	420	...	...	...	...	...	1,896	...	1,896	5 5 5	...	...	2	
79	4,722	...	18,127	6,852	...	232	5,274	...	30,485	6 11 1	3 15 8	13	166	
595	25,703	...	1,18,883	50,327	186	592	10,710	...	1,80,698	7 7 0	4 14 4	86	1,281	
7	2,735	...	2,217	...	120	100	7,171	2,158	11,766	4 5 3	0 13 1	...	42	
...	3,038	...	...	...	...	...	7,182	2,080	9,262	3 8 2	...	...	3	
602	31,476	...	1,21,100	50,327	306	692	25,063	4,238	2,01,726	6 12 10	4 1 4	86	1,326	
633	31,497	21	1,23,554	50,327	306	692	25,208	4,238	2,04,325	6 14 2	4 2 7	89	1,326	

ten schools not received.

EDUCATION.

SUBSIDIARY FORM No. V.—*Statistical Return of Female Primary Schools (English and Vernacular) for the official year* 1880-81.

District.	Name or Class of Institution.	No. of Institutions.	No. of scholars on the rolls on 31st March. In Upper division.	In Lower division.	Total.	Average No. on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March. Hindus.	Mahomedans.	Native Christians.	No. of scholars on 31st March learning Vernacular.	Expenditure. Provincial Revenues.	Town Fund.	Municipal Fund.	Other sources.	Total.	Annual cost of educating each scholar. Total cost.	Cost to Government.	No passed. Upper Primary school examination.	Lower Primary school examination.
1	2	3	4-a	4-b	4	5	6	7-a	7-b	7-c	8	9-a	9-b	9-c	9-d	9	10	11	12	13
	Vernacular Schools.																Rs. a. p.	Rs. a. p.		
Akola ...	Government	1	3	24	27	26	18	27	...	...	27	179	13	162	...	354	13 9 10	6 14 2	...	...
	Aided	1	5	29	34	29	15	34	...	...	34	150	...	150	1	301	10 6 1	5 2 9	...	3
	Total ..	2	8	53	61	55	33	61	...	...	61	329	13	312	1	655	11 14 7	5 15 8	...	3
Buldana ...	Government	3	5	133	138	131	86	70	68	...	138	605	590	...	...	1,195	9 2 0	4 9 11	...	2
Basim ...	Government	1	...	27	27	30	24	27	...	...	27	139	...	131	...	270	9 0 0	4 10 2	...	2
	Aided	1	...	9	a 9	9	8	...	...	9	9	...	...	...	...	...	...	...	...	...
	Total ...	2	...	36	36	39	32	27	...	9	36	139	...	131	...	270	...	...	...	2
Amraoti ...	Government	1	2	38	40	44	30	40	..	...	40	203	...	203	...	406	9 3 8	4 9 10	...	2
	Aided	2	...	68	68	67	48	35	33	...	68	65	...	..	112	177	2 9 8	0 15 6	...	...
	Total ...	3	2	106	108	111	78	75	33	...	108	268	...	203	112	583	5 4 0	2 6 8	...	2
Ellichpur...	Government	2	3	47	50	56	40	43	7	...	50	381	377	...	...	758	13 8 7	6 12 10	...	1
	Total Government schools	8	13	269	282	287	198	207	75	...	282	1,507	980	496	..	2,983	10 6 4	5 4 0	...	7
	Total Aided schools ...	4	5	106	111	105	71	69	33	9	111	215	...	150	113	478	4 8 10	2 0 9	...	3
	Grand Total Vernacular schools.	12	18	375	393	392	269	276	108	9	393	1,722	980	646	113	3,461	8 13 3	4 6 3	...	10

a Includes 2 boys.

EDUCATION.

SUBSIDIARY FORM No. VI.—*Statistical Return of Schools for special or technical training for the official year* 1880-81.

District.	Name or Class of Institution	Number of Institutions.	Total No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance	Classification according to race or creed of the scholars on 31st March.		No. of scholars on 31st March learning		Expenditure.			Annual cost of educating each pupil	
						Hindus.	Mahomedans	Vernacular.	Persian.	Grants from Provincial Revenues.	Educational cess.	Total.	Total cost.	Cost to Government
1	2	3	4	5	6	7-*a*	7-*b*	8-*a*	8-*b*	9-*a*	9-*b*	9	10	11
													Rs. a. p.	Rs. a. p.
	D.—Normal school for Masters.													
Akola ...	Government	1	71	59	50	59	12	71	11	3,860	...	3,860	65 6 9	65 6 9

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Hyderabad Assigned Districts,
AKOLA, 16*th June* 1881,

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

Extract from the Proceedings of the Resident at Hyderabad, No. 177, dated Hyderabad Residency, the 16th January 1882.

READ—

The Report on Public Instruction, in the Hyderabad Assigned Districts, for the year 1880-81.

RESOLUTION.

THE Director observes that the educational work of the year has been considerably hindered by the recent census operations. The Officiating Commissioner's remarks on this subject are just. It may be added that the check, if any, thus given to education is not likely to recur for many years.

2. It is satisfactory to notice that there has been a general increase during the year of 163 schools and 3,814 scholars.

Government schools have decreased by 4, but the number of scholars taught in them has increased by 1,894.

Private schools show an increase of 167 in number and of 1,920 in attendance, which the Director appears to think may be due to improvement in the system of reporting, rather than to any actual increase of schools and pupils. It is strange that the difficulty of obtaining correct information about these schools should still continue after years of reporting; but the Resident would not deal with it as suggested by the Officiating Commissioner in the last sentence of the 4th para. of his memo. He would prefer to include all such schools in the returns, distinguishing those which have been inspected from those which have not.

Of the 400 private schools 134 were "aided" ones, against 49 in the previous year. The Director attributes the increase to increase in inspection, and this latter is in itself a good sign. With regard to the Director's remarks on branch schools, the Resident must observe that the experiment of introducing them was recommended with some hesitation by the Commissioner at the Director's solicitation. But it was certainly never contemplated that such schools should be portable educational engines to be sent to a village not to supply a permanent want, but merely to teach a few boys who might have a fancy for learning to read, and then to move on.

Government girls' schools alone show a decrease in attendance, which is due to the closing of two schools.

3. Educational progress was slow in the Basim District; but in all the others there was a decided increase, both in the number of schools and in the attendance.

4. School fee receipts increased by nearly Rs. 3,000, owing to a larger attendance being steadily maintained throughout the year. The Resident is unable to concur with the remarks in paras. 14 and 15 of the Report and in paras. 7 and 8 of the Officiating Commissioner's memo. He thinks that it is undesirable to relax the present strictness about fees, and that in this respect the Berar system compares favourably with that of the Central Provinces. He observes also, with reference to the last sentence in para. 15 of the Report, that there was nothing in the Commissioner's memo. which required the Director to levy higher rates of fees. On the contrary, Mr. Jones distinctly stated that the higher rate should be introduced only if the schools could bear it, and on the latter point the Director is the judge.

5. The results of popular contributions given in para. 18 are highly satisfactory.

6. There has been an increase of Rs. 8,435-11-10 in expenditure. The details call for no special remark.

7. A fair amount of inspection seems to have been done, but the census operations make it impossible to criticize the work of Deputy Inspectors. It is noticed, however, with satisfaction that these officers were able to visit a larger number of private schools.

The Director's remarks on the way in which the results of inspections should be recorded deserve attention.

8. No marked success attended Berar students in the Bombay University.

9. The state of the Amraoti High school continues to be very satisfactory, and reflects much credit on the Head Master.

The Berar High schools compare creditably with those of the Central Provinces in respect of the success of their scholars in the University matriculation examinations. Mr. Jones, however, remarks that such a comparison can only be accurately made with the Nagpur Division, the people and circumstances of which most resemble those of Berar.

10. In the three upper divisions of Primary schools the Director notices an improvement in the quality of instruction. He adds: "they cannot however get boys to finish middle education (9th Standard) in them; and as we get no credit for passing boys in an intermediate standard, it seems unnecessary to keep it up in these schools." This seems hardly the point of view from which the matter should be regarded, but the quotation which follows the above remarks shows that the Director has other and better reasons for his opinion. The question, however, is one which should be considered separately, if at all.

11. There are 459 Government Primary schools, in 22 of which English, and in 57 of which Urdu is taught. The number of scholars and the amount of fees in these schools, as stated in para. 38, afford matter for congratulation. The latter is specially valuable, both on its own account and as quite unobjectionable evidence of better attendance and general advancement. The increase in the attendance in each school is also a very satisfactory feature.

12. In paras. 42 to 54 of the Report the Director compares the educational systems and progress of Berar with those of Bombay and the Central Provinces. Colonel Bell was necessarily at a disadvantage in reviewing the arguments put forward, and the Resident would be glad to hear what Mr. Jones has to say on the subject.

13. The figures relating to Urdu schools show some progress, but Mahomedan education still admits of much improvement.

14. Girls' schools do not seem to have prospered, and the results attained by an expenditure of nearly Rs. 3,000 are by no means encouraging.

15. The Mission and the European and Eurasian schools are, the Resident regrets to observe, in a far from flourishing condition. For some years past the impetus recently afforded by the Resolution of the Government of India on this important subject has been awaited, and the proposals made by Mr. Saunders in 1875, will now be re-considered by the light of the experience since gained, and the policy advocated in the Resolution just cited. As the Commissioner and the Director of Public Instruction have lately been addressed on the subject, it is not necessary to make more than a passing allusion to it at present.

16. The Training College at Akola is the only institution for special education. Here the number of scholars has increased by 18, and the Director remarks that "we have now nearly the whole of the sanctioned number of students on roll, and during the current year we hope to supply a larger

number of trained teachers." The examination results, however, do not show any decided advance on last year. From para. 70 it would appear that the Normal school sent out into the districts 13 teachers, which seems a very small number. The uncertainty referred to in para. 71 as regards the number of teachers who have been trained in the Normal school in past years is not satisfactory. Such a point must admit of being stated with absolute accuracy, and should be so stated in the next Report.

17. There has been a slight increase in the number of exhibitions and scholarships awarded during the year, but it is doubtful whether these institutions are duly appreciated. The Educational Inspector's report that "53 exhibitions became vacant during the year by resignation, forfeiture, dismissal, &c.," certainly calls for enquiry.

18. The question of making certificates from the Educational Department essential for admission into the public service will be disposed of separately.

19. The Resident is inclined to agree with the views expressed in para. 92 of the Report. He would be glad to learn the Commissioner's opinion on the subject.

20. The boarding establishments attached to the Akola and Amraoti High schools promise to be very successful institutions, and the average monthly cost per head is certainly not extravagant.

21. Sir S. Bayley notices with satisfaction the officers commended in the concluding paragraphs of the Report, and has much pleasure in concurring with the Commissioner's appreciation of the Director's own services. He thinks that the excellent Report, the main results of which have now been briefly glanced at, affords good proof of the interest Rao Bahadur Narayan Bhai Dandekar takes in his work, and though it may not be impossible to criticise the success which has attended his labours in one or two points, mainly, no doubt, because of the difficulties he found in his path, the measure of it is sufficient to entitle him to the hearty thanks of the Administration.

(By order,)

G. H. TREVOR,

Secretary for Berar.

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No. 1192 of 1883.

The Resident regrets to find that the issue of this Report has been long delayed. He will not prolong the delay by detaining it for review, as he will shortly have an opportunity of comparing it with the Report for the year just ended. The statistics of the two years will enable him to deal more satisfactorily with the subject than he can do in dealing with the figures of 1881-82 at this date.

Hyderabad Residency,
Dated the 17th May 1883.

(By order),
G. H. TREVOR,
Secretary for Berar.

No. 4717 of 1882.

FROM

A. P. HOWELL, ESQ., C. S.,

Offg. Commissioner,

Hyderabad Assigned Districts,

To

THE SECRETARY FOR BERAR TO THE RESIDENT,

Hyderabad.

DATED AMRAOTI, *the 14th September* 1882.

SIR,

I HAVE the honour to submit the Hyderabad Assigned Districts education report, with enclosures, for 1881-82. The delay is, I fear, only partially due to my recent absence in the Central Provinces.

2. The report is brief, clear, and full, and I will not recapitulate the facts which can hardly be better stated. I will only mention such of them as form the basis of the comments which I venture to offer.

The male population of the 17,711 square miles of Berar is 1,380,492,* of whom 92 per cent. are Hindus, 7 per cent. Mussulmans, and the rest Christians, Parsis, and others. The school-going male population (between 4 and 15) is estimated at 321,432, for whom there are altogether 896 schools of all kinds with 35,891 scholars. These facts the Director summarises in the statement that there is one school for every 19 square miles, and that 8 per cent. of the school-going male population is under instruction. His figures are, of course, consistent with the fact that in some towns there are many schools and in some large areas none. Of the 896 schools, 477 are Government, with 28,950 scholars; 212 are aided, with 4,263 scholars, and 207 are unaided, with 2,672 scholars. Of these Government schools two are high schools, five middle, and all the rest are primary. There is one Government normal school with 79 scholars. The results are that from the high schools four students out of 61 matriculated, against eight last year; from the middle schools 26 boys out of 196 passed the middle standard. The primary schools are of two kinds: (*a*) those that teach the whole primary course of six standards; and (*b*) those that teach the first four standards. Of the (*a*) kind there are 22 Anglo-vernacular schools, with 4,017 pupils, of whom 106 passed; of the (*b*) class there are 461 schools, with 28,305 pupils, of whom 1,404 passed. The normal school turned out 29 students who passed the first year's course, 19 who passed the second year's course, and gave employment to 28 passed students.

* Hindus ..	...	1,282,331
Mussulmans	...	97,230
Christians	...	772
Others ...	...	159
		1,380,492

The table in para 42 is (as put) misleading.

3. In para. 4 the Director compares the state of education in Berar with that of the five districts of the Central Provinces, namely Chanda, Nagpur, Bhandara, Wardha, and Balaghat. If Chanda and Balaghat are included, such a comparison is useless, as was pointed out in the Commissioner's review for 1877-78. In any comparison with Berar, Chanda and Balaghat should be omitted; for Chanda is an enormous district with large uncultivated tracts and forests, where more than 20 *per cent.* of the people speak Gondi. The people of Balaghat are not comparable with the people of Berar; they are a wild race, and, except in the south, Marathi is not even spoken, 20 *per cent.* speaking Gondi, 52 *per cent.* Hindi, and only 24 *per cent.* Marathi. There is not a single town of 5,000 inhabitants in the whole of Balaghat. Chanda contains 10,785 square miles, or more than half the total area of Berar. Berar contains a population of 150 to the square mile, while Chanda contains but 60 The proportion of population to the square mile in Balaghat is larger than that of Chanda, but less than that

of Berar; and that part of Balaghat which is above the ghats is very scantily populated. In fact, though there are 1,211 villages in Balaghat, 552 have less than 200 inhabitants. If, however, we consider all the five districts mentioned by the Director, then they contain but 115 to the square mile, as contrasted with 150 of Berar. Moreover, though in the Marathi-speaking districts of the Central Provinces we have the two large towns of Nagpur and Kamthi, yet there are altogether, including these places, only 19 towns of 5,000 or more inhabitants, against the 34 of Berar.

Again, looking to results, Berar, with two Government high schools, passed 4 boys for matriculation, whereas Nagpur, with no Government high school, passed 29. In the five districts of the Central Provinces mentioned above, 87 boys passed the middle school examination, while in Berar 26 passed. The results of the prescribed examination were as below :—

	Matriculation passes.	Middle passes.	Primary passes.	Lower Primary passes.
Berar	4	26	109	1,404
Five districts, comprising the Nagpur division ...	29	87	999	2,293

In other reports and reviews I have compared the wealth of Berar with that of the Central Provinces, and the same point comes out here. In the former province the cess amounts to Rs. 1,01,081 ; in the Nagpur division it is but Rs. 47,674 ; so that Berar, with a richer and denser population, has as yet fewer schools and fewer scholars.

4. Such being the facts of the Berar system in itself and as compared with that in the Central Provinces, I will now ask leave to state some points in which I think the Berar system defective. I do this with extreme diffidence, as I am fully conscious, not only of the ability with which educational operations have been directed in Berar, but of my own ignorance of the province and the people.

The first defect is in the proportion* of children at school as compared with those† who must be growing up without any education at all. If these figures alone do not urge the need of reform, no plea of mine would be of any avail. On the magnitude of the need and the first steps to remedy it, I would refer to my letter of the 3rd May last; and I will only add that my further experience here leads to the belief that, having regard to the compact area and to the wealth and docility of the people, in no province could an adequate system be introduced more easily than into Berar.

* 35,891.

† 321,432.

5. The next defect is in the relation of Government to private agency. The annexed table shows the facts and their progress. It is certain that if the people of Berar are ever to be adequately educated, it is impossible for Government to find the money or the management of the schools that will be required. The present predominance of Government institutions is mischievous in many ways. In higher education it crushes private effort, except that of the missionaries who have independent support; and it reduces the legitimate rewards of higher education due to those who can pay for it or earn it for themselves. In primary education, it teaches the people what they do not want to learn and what will not improve them in, but rather draw them away from their natural hereditary occupations. In both kinds of education it excludes religion; in both it creates a monopoly, whereby the consumer pays for the laziness or incompetence of the producer, for no standard of excellence can be permanently maintained without competition. It would be as easy to prove that Government competition restricts free competition as to prove that every restriction on free competition is an evil and opposed to the general interest. The system, too, is clearly inadequate to the work to be done. It is clear that already, for the last ten years, the establishment of Government schools has begun to flag—probably, because the cess income is almost exhausted—and that we must look for extension to the aided system. I submit that the Government can no more educate its subjects than feed them, and that if Government were to interfere in

the supply of food, as it does in the supply of education, the Government would become bankrupt and the people would starve. It is only because in the matter of education the people are mostly starving that the Government is not bankrupt in India. I would ask if the principle which prohibits Government interference in trade—*viz.*, that though Government can do more than any one agent, it cannot do nearly so much as all; but it deters all, for none can compete with the Government—is not in some degree applicable to education.

Return showing the number of Government and Indigenous Schools in the Hyderabad Assigned Districts.

Year.	Government schools.	Aided schools.	Indigenous schools.		Remarks.
			Unaided.	Aided.	
1	2	3	4	5	6
1865-66 ...	35	...	...	...	Information not available.
1866-67 ...	147	...	...	...	
1867-68 ...	224	...		..	
1868-69 ...	335	1	90	...	
1869-70 ...	339	1	112	...	
1870-71 ...	344	2	110	...	
1871-72 ...	344	3	181	...	
1872-73 ..	404	3	133	...	
1873-74 ...	433	3	166	...	
1874-75 ...	456	4	192	...	
1875-76 ...	462	6	175	61	
1876-77 ...	456	7	185	49	
1877-78 ...	465	7	163	59	
1878-79 ...	461	7	115	58	
1879-80 ...	479	12	184	37	
1880-81 ...	475	12	266	122	
1881-82 ...	477	14	207	198	

6. It is of course true that the people must have food, but that they can and sometimes do even prefer to go without education, and that the provision of education is therefore a duty, but this duty does not apply to the same extent to higher education, nor is the Government on this account equal to the work of primary education. The exceptional call for State intervention only points to the necessity of Government aid in both cases being so given as best to elicit and foster private efforts, which, after all, must do the work, if it is ever to be done. I cannot but think that the high schools of Berar, from their very excellence, tend to crush private effort. As civilization grows—and it is growing rapidly here—good schools become lucrative and extend themselves, but how could a graduate from Bombay or elsewhere hope to set up a school and get a living by it, or why should any one of the rich cotton merchants of Amraoti or Akola feel disposed to endow a school, or why should any section of them combine to establish or support a school when the Government does it for them on a scale of excellence that far surpasses their own standard, and on a scale of expenditure that defies competition.* The process of relying upon the Government is so easy and pleasant, and grows so rapidly by indulgence, that we may expect after a time to find the indulgence claimed as a right, and any change of system resented as a hardship; and the outcry will of course be loudest where the indulgence has been most frequent and prolonged. I should like to see the attempt made to transfer the high and middle schools of Berar to native agency on the principle described in para. 62 of the despatch of 1854, of course with the safeguard which that para. imposes. At first the schools would languish, fees would have to be raised, and attendance would fall off; but the attempt to maintain such schools would be quite consistent with the efforts now being made towards local self-government, which ensures the best practical education of a people by leaving a large portion of the business of the community in the hands of those who are most interested in it; and it is better, I submit, to have in-

*Schools.	Total cost per pupil. Rs.	Cost to Govt. per pupil Rs.
2 ...	93-2-1 ...	90-10-1

ferior schools on a sound system, capable of improvement and expansion with the need, than superior schools which defy competition and crush out and kill self-help and self-reliance. The process I should like to see going on is the conversion of the Government higher schools and of the unaided primary schools into aided schools, and the funds saved by the former process would be well spent on the latter. In short, if the people are to be adequately educated; if local effort is to be awakened and stimulated; if native agency is to be aroused and fostered, at first as the counterpoise, and then as the superior to missionary agency; if the natural ratio between the demand for highly educated natives and of the supply of such natives, and of class to class is to be maintained; if religion is to have the place which it has in most European systems, and which native feeling claims for it here, there must, I submit, be a change of system, and Government must retire gradually but systematically from the work of instruction, retaining its direction and inspection and largely increasing its aid, which it will, as a rule, proportion to the local effort it finds or creates.

7. Is then the Government, which requires a high standard of probity and intellectual fitness for its own vast and varied departments, to do nothing directly for higher education and the higher civilization which it represents? Are the "beggarly elements" to be the be-all and end-all of State effort? Is not the fountain of thought and intelligence to be elevated, purified, and controlled at the source? Is there to be nothing in India analogous to the royal foundations, the noble charities, the endowed seats of learning and research in the West? The question hardly arises in Berar; for "what this province wants is sound primary education, and the pushing up of secondary education has been countermanded." But I should say that in no province do we yet know what private enterprise can do for education; for in all provinces has private enterprise been handicapped, hampered, and crushed by Government competition. We know now what it can do in trade. In trade, so sensitive, so active, so potent, so pervading is the principle that at the greatest emergencies it is recognized as Government's best and most powerful ally—most powerful when most free. If the motive of trade is gain, which appeals to all, education has peculiar attractions of its own, especially in the East, where it has been always, until our time, intimately connected with religion and with the venerable associations of learned castes and sacred places. Should not our object then be to unfetter and arouse and develop private enterprise in education, as it grows and advances to let Government retire; and then the point where it really flags or fails will be the point for Government to step in and maintain?

Education Manual, para. 7.

8. Such, briefly, are the points in which, as I think, the Berar system needs radical change. I will now mention what seems to me defective in the system as it is First, I think the Berar classification of standards defective; but on this subject I will not repeat what I have already advanced.* The very fact that there are in the province only 22 primary schools proper, in which the average cost per head to Government is Rs. 87-6-7, sometimes rising to Rs. 116,† points to a defect in the nomenclature or the standards themselves.

* 20 A. of 22nd May 1882.

† Form No. IV

9. The next defect is in the fee payments. It would appear from the table in margin, that those who ought to pay most pay least. There is no fair proportion between the fees paid for higher education and those paid for primary education, and the proportion seems all the more unfair when it is remembered that the large majority of the primary scholars are the sons of the agriculturists who, besides popular contributions,* have already paid the cess, whereas no such payment is made for a much more costly article by the presumably richer and the certainly more ambitious classes. Indeed, I am under the impression that many of the boys in the high schools are not Berar boys at all, but are attracted from other provinces by the low fees here, so that Government is thus in competition with itself. This

	Secondary schools.	Primary schools.
Pupils ...	303 .	28,305
Fees Rs	645 ...	26,144

*Para 13.

view is confirmed by the fact that 151 of the boys or about half are boarders. As for re-admission† fees, which seem only levied in primary schools, I think they should every where be abolished. Indeed I cannot ascertain by what authority they were imposed. As regards fees in primary schools, I would adopt the English system, whereby a real‡ but small fixed§ fee is the rule, subject to remission by the school committee or school board in the case of admitted poverty.

† Para. 12.

‡ Not nominal.
§ Independent of position in school and means.

10. School buildings in Berar—I mean, of course, primary school buildings—seem to require attention. There has been some conflict between the Department Public Works, and the Director who, in his laudable anxiety to see schools growing up rapidly urges construction on the simple or *dhaba* plan, which any villager can erect or repair. I do not agree in this view. I think as a rule the village school house should be the best building in the village. Of course I would have no extravagance or waste of money, but I would have a really suitable and permanent structure that will not require much repairing. I would have it furnished in a suitable and attractive way with modern school appliances. Such a building, so furnished, is, in itself, an education both for the villagers and their children, and should last out successive generations of school children. If we left no other monument sown broadcast over India, I think we might be proud of our work. On no account would I admit of the conversion of a primary school into a higher school, or indeed aid a higher school until the local need of primary education has been adequately supplied.

Para 73.

11. The Director says nothing about school hours, and this is a technical matter on which I speak with diffidence; but I am under the impression that the hours in the high schools, at all events, are too severe, and require to be shortened. I would make a clock or sun-dial a regular piece of school furniture, for punctuality is an unknown virtue in the East. For 99 boys out of a 100, especially Hindu boys, the large majority of whom must work with their hands, it seems better that they should be strengthening their frames than attempting to sharpen their brains. Of course a proper system should develop both muscles and brains, and I am glad to find the Director giving a para.* to physical education, the accuracy of which I can confirm. In Germany the school hours for the primary school are 20 hours a week for the lower and 30 for the higher division. In the higher schools 32 hours are the maximum allotted (as in margin), and this seems suitable here, except that I would have an hour every day for gymnastics or other out-door games.

* Para. 54

Religion ...	... 2	History ...	2
Vernacular ...	.. 4	Foreign Languages.	5
Arithmetic ...	... 3	Drawing ...	2
Geometry ...	... 3	Singing ...	2
Natural History	... 2	Gymnastics ...	2
Physics ...	... 3		—
Geography	... 2	Total	32

12. As a minor matter I think the Director should always show not only his expenditure but his total receipts. To judge of the action of any department we ought to know not only how they have spent their money, but the total they had to spend. In most provinces educational receipts and expenditure are the same, and this is as it should be; but in Berar, receipts are much in excess of expenditure, especially in the item of the cess and fees. I can see no justification for not spending the total of both these items in the localities where they are raised, having regard to the contrast between the need and the supply of schools; but of course when funds are so inadequate there should be the most thrifty economy throughout. I presume that surplus funds under all heads are rigidly credited to the education account, which ought now to show a handsome balance. In one respect Berar is a model to the rest of India, and that is in the extent to which "Government expenditure is mainly devoted to the provision of elementary education for the mass of the people," and I would ask leave to repeat* my earnest protest that this principle may be not only continued but extended, and that we do not follow here the example of the larger local Governments, which, for the last 25 years, have persistently neglected or over-ridden the clear instructions of the Home Government.

Despatch—Education, 26th May 1870.

* No. 5-A., dated 3rd May 1882.

13. As regards female education, I think each province must work out its own scheme, and that while *a priori* views are not of much value, the principle laid down in Berar* is sound, that primary schools, at all events, for girls and boys must be kept on the same footing. If we cannot have mixed schools we can at least open out a field for the employment of women in the training of young children where such agency has been found most valuable. In any case it is certain that in the matter of female education those provinces which, like Berar, have come least under Muhammadan influence, have the best prospects, and this is encouraging here. As European† and Eurasian schools as also the Normal‡ school, have recently been separately dealt with, I have now no further comments to make. I will only add that if I have ventured to dwell on defects I have done so with the full consciousness that educational administration is in its infancy in India, and that there are many debateable points in which Western experience may not only be no guide but a false guide. Above all, I would again express my reluctance to differ, after so short a residence in Berar, from some points which here have the sanction of prescription and authority. In any case, I hope I shall not be supposed to disparage the Director's steady and zealous discharge of his duties and his excellent report for the year.

* Para. 38.

† No. 38, dated 3rd June 1882.

‡ No. 20-A., dated 22nd May 1882.

I have the honour to be,

Sir,

Your most obedient Servant,

A. P. HOWELL,

Offg. Commissioner,

Hyderabad Assigned Districts.

No. 474 of 1882-83.

From

The DIRECTOR of PUBLIC INSTRUCTION,

Hyderabad Assigned Districts,

To

A. P. HOWELL, Esquire, C. S.,

Officiating Commissioner,

Hyderabad Assigned Districts.

Dated Akola, 1*st June* 1882.

Sir,

I have the honor to submit the Annual Report on Public Instruction in the Hyderabad Assigned Districts for the year ending on 31st March last.

I.—Introduction.

2. The year has been one of progress. The number of schools in the province has increased though slightly, the attendance has increased considerably; the results of the departmental examinations have improved, though the improvement is perhaps not as great as might have been expected under ordinary circumstances; more private schools have been opened and brought under the grant-in-aid system, and much more assistance has been extended to them; the fee receipts have considerably increased, and the cost of education has decreased.

Number of schools and scholars on 31st March.

3. The following is a comparative statement of all the Government and private schools in the province with their scholars:—

Year.	Area of the province in square miles.	Population according to the Census of 1881.	Number of schools on 31st March.	Number of scholars on 31st March.	Average No. of square miles to each school.	Percentage of scholars to population.
1880-81 ...	17,711	2,672,673	875	32,221	20·2	1·2
1881-82 ...			896	35,891	19·8	1·3

With an increase of 21 in the number of schools, there is an increase of 3,670 in the number of scholars. The increase of scholars during the previous years was 3,814, and hence that of the year under report will be considered to be satisfactory. The census returns show that the number of children between 4 and 15 years of age was 616,330, *viz.*, 321,432 boys and 294,898 girls, and taking this to be the school-going age, we find that 35,423, or 11 per cent. of boys and 468, or ·02 per cent. of girls, attend our schools. It is unnecessary to explain the lowness of percentage in the case of girls, as female education has not gained a footing in the province, but the reason why only one boy in 9 is found under instruction will be perceived from the fact that we have not yet extended education to the doors of the poorer villagers. The province contains 5,585 towns and villages, and only about 732 of them have schools, Government or private. While there is a town or village for every 3·1 of square miles, there is a school for every 19·8 square miles. It is true that a large portion of the province is mountainous

and jungly, having numerous but small villages; but their inhabitants have commenced to desire education, and as they cannot maintain large schools, they apply for branch schools along with those of larger villages. It may, however, be said that compared with other older provinces this new province does not show any backwardness in the progress of education. In the Bombay Educational Record for May 1881, a table showing the extension of primary education in the different provinces is given, and I extract it below, and add to it the information for Berar for the year 1880-81, so as to leave the figures regarding population unchanged :—

Province.	Total area in square miles.	Population	No of Primary schools for boys	No of scholars in Primary boys' schools.	Proportion of Primary schools to area.	Proportion of Primary schools to population.	Proportion of scholars to population.	Average number of pupils in each school
* Bengal	151,120	60,623,270	35,258	613,482	1 to every 4 square miles.	1 to every 1,719 of population	1 to every 98 of population.	17
* North-Western Provinces and Oudh.	105,767	43,028,389	5,773	201,876	1 to every 18 square miles.	1 to every 7,453 of population	1 to every 213 of population	34
* Central Provinces	84,208	8,173,824	1,253	71,186	1 to every 67 square miles.	1 to every 6,523 of population	1 to every 115 of population	56
* Punjab	107,010	17,611,498	1,527	84,543	1 to every 70 square miles.	1 to every 11,533 of population	1 to every 208 of population	55
* Bombay { Including Sind	186,374	22,400,125	4,341	227,107	1 to every 42 square miles.	1 to every 5,160 of population	1 to every 98 of population.	52
* Bombay { Excluding Sind	137,067	20,207,710	4,123	214,950	1 to every 33 square miles.	1 to every 4,901 of population	1 to every 94 of population	52
† Madras	139,191	31,308,872	8,426	192,250	1 to every 15 square miles	1 to every 3,714 of population	1 to every 162 of population	22
* England and Wales	58,320	22,712,266	17,166	3,710,88[illegible]	1 to every 3½ square miles	1 to every 1,323 of population	1 to every 6 of population	216
Berar	17,711	2,227,054	855	31,507	1 to every 20·1 square miles.	1 to every 2,605 of population	1 to every 70 of population	36

* The school returns are for 1879-80.

† The school returns for Madras are for 1878-79, no later ones having yet been received.

It will be seen that Berar stands fourth in point of density of schools among the seven Indian provinces mentioned in the statement. It is second in proportion of primary schools to population, and first in proportion of scholars to population. If these figures be considered in connection with the fact that educational operations in Berar commenced not more than 16 years ago, it will be admitted that the progress made is not small.

4. I have compiled the following statement from figures supplied by the returns of the census of 1881, as regards male population of Berar and the adjoining portions of Bombay and the Central Provinces :—

Province.	Male population.	Males under instruction.	Males not under instruction, but able to read and write.	Percentage of males under instruction to the male population.	Percentage of males not under instruction, but able to read and write to the male population.
Berar	1,380,492	27,347	57,827	2	4·2
North-East Division of the Bombay Presidency, comprising the collectorates of Ahmednagar, Nasick, and Khandeish ..	1,411,474	33,943	73,680	2·4	5·2
Nagpur Division of the Central Provinces, comprising the districts of Nagpur, Bhandara, Chanda, Wardha and Balaghat.	1,383,785	23,544	46,514	1·7	3·4

The male populations of Berar and the Nagpur Division are nearly equal; that of the North-East Division is larger by about thirty-one thousand. In proportion to population, Berar has a smaller number of scholars as compared with the North-East Division of Bombay, but it has a larger one in comparison with the Nagpur Division. As regards the result of education, *viz.*, knowledge of reading and writing in the people, Berar is much in advance of the older province of Nagpur.

Government and private schools and their scholars.

5. In the following statement the Government and private schools are shown separately:—

Years.	Government.		Private.				Total.	
			Aided.		Unaided.			
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
1880-81	475	26,327	134	2,856	266	3,038	875	32,221
1881-82	477	28,956	212	4,263	207	2,672	896	35,891
Difference ...	+2	+2,629	+78	+1,407	−59	−366	+21	+3,670

During the year 10 Government schools were closed and 12 opened. As the half-yearly dates for sanctioning and modifying school establishments were lately changed from 1st September and 1st March to 1st October and 1st April, no addition to the schools was made at the close of the second half-year. But even if this change of dates had not intervened, we should not have been able to add to the number of schools or teachers, as the fixed maximum limit of funds for vernacular education had been already reached.

6. Besides the 477 main Government schools or sections of schools shown in the above statement, there are 21 branch schools, against 2 of the previous year, teaching the first two standards. They are not counted separately because their statistics are included in those of the main schools to which they are attached. They were opened during the first-half of the year, and are doing well; the average number of pupils on the rolls of each is 30, and it does not appear that they will be mere "portable educational engines to be sent to a village not to supply a permanent want, but merely to teach a few boys who might have a fancy for learning to read, and then to move on." The people appear to be satisfied for the present with what they get in them, and ask for more eagerly. The Tahsildars and Deputy Inspectors apply for more of the unostentatious branches than of schools themselves, and the Deputy Commissioners support the applications. The instruction given in the branches includes reading and writing in Modi and Balbodha, the whole of ujalni or the multiplication tables with their use, and the first two simple rules. Even this much of instruction is valued by the people, and when made practical, as we try to do it, will be useful to the ignorant cultivators. Several of the branches have now attained a position which entitles them to be turned into main schools.

7. The number of scholars in Government schools has increased from 26,327 to 28,956, or by 2,629. This is a fair addition after one of 1,894 during the previous year. If we deduct 568 boys attending the new branch schools, we shall have 2,061 as pure increase in the old and two new schools. During the last five years, including one of sickness and famine, the increase in schools is only 14, but the increase in scholars (exclusive of those belonging to the branch schools) is more than 6,000.

Private schools.

8. Private schools show an increase of 19 over the previous year's increase of 167, and they are now nearly as numerous as Government schools. About half the number of these schools, or 78 more than the number in the previous year, now receive some grant from Government. The increase in the aided schools is mainly due to many of the unaided schools of the last year having received grants-in-aid by results. 14 of them received fixed monthly grants, against 12 of the previous year, and 198 received grants by results and prizes, against 122 of the previous year. The additions to the schools receiving fixed grants are the two schools opened at Yeotmal and Akola for the education of children of European and Eurasian parents. The decrease under unaided schools is explained by the increase under aided schools.

9. With the increase of 19 in schools there is an increase of 1,041 in scholars in private schools, and though it is not so great as in Government schools, it is not small after an increase of 1,920 during the preceding year. Private schools are small situated mostly in smaller villages ; conducted mostly by persons who do not well understand their work, and cost more to the pupils than Government schools, and hence their improvement cannot but be slow.

Classification of schools.

10. The following table shows the classes of schools:—

Classes of schools.				No. of schools.		No. of scholars.	
				1880-81.	1881-82.	1880-81.	1881-82.
High ...	Government ...	Boys ...	...	2	2	54	61
Middle ...	Do. ...	Boys ..	...	5	5	196	242
Primary ..	Do. ..	Boys ...	...	459	461	25,724	28,305
		Girls ...	...	8	8	282	269
	Private. Aided ...	Boys ...	..	130	208	2,745	4,164
		Girls ...	..	4	4	111	99
	Private. Unaided..	Boys ...	...	266	207	3,038	2,672
		Girls ...	..	...	...	...	...
Special schools, Government		...	...	1	1	71	79
		Total	...	875	896	32,221	35,891

This year also the attendance has increased in all classes of Government and private schools except in girls' schools, which show a decrease of 13 in Government, and of 12 in private schools. The decrease in unaided schools is nominal. The large yearly additions to our lower classes have commenced to affect favourably the attendance in higher classes.

Distribution of schools.

11. The distribution of schools according to districts is given below:—

District.	Number of schools and scholars on 31st March 1881.		Number of schools and scholars on 31st March 1882.																						Difference.			
			Government.										Private.				Total.						Increase.		Decrease.	
			High schools.		Middle schools.		Primary schools for boys.		Primary schools for girls		Normal schools for masters.		Aided schools.		Unaided schools.		Government.		Private.		Total.					
	Schools.	Scholars.	Schools	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars	Schools.	Scholars	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars	Schools.	Scholars.
Akola	254	9,029	1	26	1	99	109	7,565	1	21	1	79	85	1,534	46	527	118	7,790	131	2,061	244	9,851	.	222	10	
Buldana.	154	5,173			1	14	78	4,618	3	128			40	786	42	478	82	4,760	82	1,264	164	6,024	10	851		
Basim	86	2,814			1	10	57	2,694	1	25			18	318	19	193	59	2,729	37	513	96	3,242	10	428		
Amraoti ..	172	7,345	1	35	1	110	96	6,820	1	40			25	683	44	745	99	7,005	69	1,428	168	8,433		1,088		
Wun	77	2,469					49	9,494					12	245	24	194	48	2,494	36	439	84	2,933	7	464		
Ellichpur	132	4,791			1	9	73	4,114	2	55			32	697	32	533	76	4,178	64	1,230	140	5,408	8	617		
Total	875	32,221	2	61	5	242	461	28,305	8	269	1	79	212	4,263	207	2,672	477	28,956	419	6,935	896	35,891	35	3,670	14	

Scholars have increased in all the districts, and schools in four out of the six. In Akola the decrease in schools is owing to the closing of private schools, and in Amraoti to the closing of Government and private schools. Amraoti showed the highest increase in attendance in the previous year, and it does the same in this year also. Akola, which was second in the previous year, is the last in this year. It would appear strange that the southern districts, which are admitted to be slow in progress, have left it behind in the race. The Deputy Inspector gives the following reason for it:—

"During the two previous years the number of boys had increased by 1,300 during the last year also the attendance was capable of rising in the same proportion. But a very large increase was for the present not considered to be desirable

The Deputy Commissioner, while on tour, found that most of the school-houses built during the last three years contained as many boys as could be accommodated in them, and therefore gave it to understand that attention was to be given more to improve the teaching than to increase the numbers in schools. The school committees and masters therefore did not move to show much progress in this line. Other deterring causes, difficult nature of examinations, limited number of teachers, and re-admission fees, will be explained further on." The Deputy Commissioner adds:—"matters have arrived at the stage that increased attendance is generally not desirable, the school accommodation and staff of masters being generally insufficient for the attendance." There can be no doubt that our schools are suffering from want of sufficient accommodation, and many of them from want of sufficient staff of teachers The want, however, is general, and not confined to any particular district, and I hope we shall not have to produce an impression that our schools are closed for new comers, for it will throw us back at once, the people being unable to understand the reason, and to find out when the want is supplied and when not. It is gratifying to observe that in the backward districts, not only have the Government schools improved, but more private schools have sprung up than in the advanced districts. Colonel Farrer has taken the trouble to find out how the Government schools in the Basim District have progressed during the last six years, and has thus remarked :—

"The general results of the year's working and the present condition of education in this district are contrasted below with the former five years :—

Years.	Schools.	Scholars.	Masters.	Passed in all standards	Cost of teaching and inspection			Average daily attendance.
					Rs.	a	p.	
1876-77	62	2,442	87	643	25,356	8	10	1,528
1877-78	62	2,390	88	712	23,829	10	0	1,997
1878-79	61	2,172	88	515	33,267	6	6	1,493
1879-80	60	2,293	95	691	21,469	2	0	1,575
1880-81	60	2,447	98	763	20,911	12	10	1,751
Average of above 5 years..	61	2,348	91	664	22,966	14	5	1,668
1881-82	59	2,729	101	922	21,046	14	3	1,815

"Thus whilst the number of schools in the year under report is less by three than the highest number in any of the previous five years, the number of scholars, masters, and passed in all standards, is considerably higher than in any of those five years.

"Contrasting 1881-82 with the *average* of the former five years, we find that whilst there is a decrease of two schools and Rs. 1,920 in the cost of teaching and inspection, there has been an increase of 381 scholars, 10 masters, 258 passed in all standards, and 147 in average daily attendance.

"Again, if we compare 1881-82 with 1880-81 alone, we find a decrease of one school and an increase of 282 scholars, 3 masters, 159 passed in all standards, Rs. 135 in the cost of teaching and inspecting, and 64 in average daily attendance" Similar progress has been made in the Wun District, and greater progress in the other districts.

Fee receipts.

12. I subjoin a table showing the fee receipts for the last four years :—

Schools.	1878-79			1879-80.			1880-81.			1881-82.		
	Rs	a	p.	Rs.	a	p.	Rs.	a.	p.	Rs.	a.	p
High School classes	243	8	0	266	4	0	335	8	0	377	4	0
Middle School classes	788	12	0	803	8	0	880	8	0	1,062	0	0
Primary Schools and classes ..	17,792	14	3	19,585	12	6	22,404	12	6	26,144	8	6
Total ..	18,825	2	3	20,655	8	6	23,620	12	6	27,583	12	6

It will be seen that the receipts have increased steadily in all classes of schools, and in the short space of four years the increase has risen to about 50 per cent. The last increment of Rs. 3,963 is very high. It, however, includes Rs. 612-1-0 on account of re-admission fee levied in primary schools of the four districts, *viz.*, Akola, Amraoti, Ellichpur, and Basim, with the view of checking frequent withdrawals of boys from our schools, which is detrimental to their progress. The following statement will show how the check has operated:—

Districts.	No. of pupils withdrawn.		No. of pupils re-admitted.	
	1st April to 31st December 1880.	1st April to 31st December 1881.	1st April to 31st December 1880.	1st April to 31st December 1881.
Akola	3,874	3,956	1,484	1,452
Basim	1,641	1,040	670	413
Amraoti	2,926	2,522	1,233	906
Ellichpur	2,306	1,959	854	676
Total ..	10,747	9,477	4,241	3,447

The number of withdrawals during nine months of the year was smaller in comparison with that in the same period of the preceding year; but whether the difference is entirely due to the imposition, or to circumstances connected with cotton and marriage seasons cannot be ascertained. The re-admissions have, however, decreased in greater proportion, and therefore the question as to the efficacy and expediency of the measure may be said to be still undecided. Colonel Farrer supports the levy of the fees strongly and regards "the experiment as eminently successful." His district, however, is poor, and the amount realized is small. The neighbouring districts of Buldana and Wun are free from the imposition, and consequently his Deputy Inspector has tried to procure relief for his schools. I find re-admission fee has been done away with in the primary schools of the Bombay Presidency, and the Collector of Thanna makes the following remarks on the proposal for re-imposing it:—

"I do not support the suggestion of the Deputy Inspector, that the re-admission fee should be re-imposed. If the boys go and return, it shows that it is not owing to disinclination to learn or to their non-appreciation of the benefits of education that they leave, but rather owing to some unavoidable circumstance, in most cases connected with the hundred and one details of agricultural labour." If this view of the question be correct, Berar, as an entirely agricultural province, will be entitled to the concession claimed for others.

Popular contributions.

13. The contributions received from the people for the benefit of schools are shown in the subjoined table:—

Districts.	School-houses.	Repairs to school-houses.	Pay of assistant masters.	School furniture and other appliances.	Gymnastic apparatus.	Prize books and slates to pupils.	Fees for poor boys.	Miscellaneous.	Total.
	Rs. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola	2,056 1 3	350 12 0	41 1 3	215 10 0	77 1 0	72 1 3	74 12 0	264 3 0	3,151 9 9
Buldana	2,223 3 0	54 8 0	33 0 0	113 0 0	92 2 0	23 8 0	56 4 0	24 4 0	2,619 13 0
Basim				101 7 6	102 0 0	28 8 6	30 4 0	9 4 0	271 8 0
Amraoti	1,848 0 0	5 8 0		239 14 0	216 12 0	62 0 0	178 8 0	26 10 0	2,577 4 0
Wun	117 4 0		49 8 0	8 10 0	28 14 0	8 11 0	56 4 6	24 10 0	294 13 6
Ellichpur	1,074 12 0	4 0 0		248 2 6	63 0 0	56 8 6	21 4 0		1,467 11 0
Total	7,319 4 3	414 12 0	123 9 3	926 12 0	580 13 0	261 5 3	417 4 6	348 15 0	10,382 11 3
Total for 1880-81	4,007 13 0	321 1 3	331 0 0	849 4 0	676 15 3	443 15 6	458 0 6	470 7 3	7,553 8 9

They show an increase of about Rs. 3,000 over those of the previous year. The largest sum given was, as usual, for school-houses, either in cash or work. The contributions in the Buldana and Amraoti Districts are much larger than those of the preceding year; but Akola still heads the list with a considerable addition. Major FitzGerald, however, states that his Deputy Inspector did not use his great power of getting money from the people because "he cannot make promises which he sees no hope of fulfilling." Of course we find ourselves unable to add

large sums to the people's contributions for expensive buildings, and therefore can neither fulfil nor give promises, but it now appears necessary to get the people to do what they themselves can, without depending on our aid in this respect. Contributions for school furniture, such as matting, clocks, gongs, and for gymnastic apparatus, form a considerable portion of the remaining sum.

Educational Cess Fund.

14. The income from Educational Cess is Rs. 1,01,081-5-4, and shows a small increase of Rs. 365-12-4, against one of Rs. 1,324-14-0 in the previous year. It is only in the Wun District that the collections are smaller by Rs. 160-9-3.

Expenditure of the department.

15. The expenditure of the department from all the sources is shown below :—

Heads.	Expenditure. General Revenues.	Educational Cess.	Town Fund.	Municipal Fund.	Subscriptions.	Fees.	Total
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction	18,420 15 3						18,420 15 3
Inspection	28,802 2 4	449 1 1					29,251 3 5
Government — High schools for boys	11,816 9 11					144 12 10	11,961 6 9
Government — Middle schools for boys	11,566 1 8					500 14 8	12,067 0 4
Government — Primary — For boys	1,23,610 1 3	53,077 15 11	144 0 0	598 0 0		13,720 2 6	1,91,150 3 8
Government — Primary — For girls	1,433 1 2		863 6 10	495 8 11			2,792 0 11
Private aided schools — For boys	4,028 4 7		120 0 0	120 0 0			4,268 4 7
Private aided schools — For girls	312 7 0			150 0 0	150 0 0		612 7 0
Training schools	3,845 3 10						3,845 3 10
Scholarships	13,005 15 9						13,005 15 9
Book Depot	10,434 14 2						10,434 14 2
Construction of school-houses	6,939 11 0	22,214 14 3					29,154 9 3
School repairs	1,373 5 3	6,555 13 4		13 0 0			7,942 2 7
School furniture		3,459 10 9	71 10 10				3,531 5 7
Miscellaneous	353 9 0	524 15 5					878 8 5
Total	2,35,942 6 2	86,282 6 9	1,199 1 8	1,376 8 11	150 0 0	14,365 14 0	3,39,316 5 6
Total for 1880-81	2,24,496 14 1	80,031 10 9	2,005 11 0	1,520 1 0	205 0 0	11,396 1 3	3,19,655 6 1
Difference	+11,445 8 1	+6,250 12 0	—806 9 4	—143 8 1	—55 0 0	+2,969 12 9	+19,660 15 5

There is a net increase of Rs. 19,660-15-5 over the preceding year's expenditure, and it is distributed over all the funds, except town and municipal funds, and popular subscriptions to aid schools paid through the treasury. The increase of Rs. 11,445-8-1 under general revenues chefly occurs under inspection (Rs. 914), Middle schools (Rs. 1,127), Government primary schools (Rs. 2,872), grants-in-aid to private schools (Rs. 1,307), scholarships (Rs. 1,562) book department (Rs. 1,910), and construction of school-houses (Rs. 1,838). The increase of Rs. 6,250-12-0 under Educational Cess is chiefly owing to the increased staff of teachers employed in Vernacular schools. The increase of Rs. 2,969-12-9 under fees is owing to the increased expenditure by school committees and district officers, an account of which is given further on.

16. The increase and decrease under each budget head of all the funds will be seen from the following statement :—

Heads.	1880-81. Amount.	1880-81. Percentage.	1881-82. Amount.	1881-82. Percentage.	Increase.	Decrease.
	Rs. a. p.		Rs. a. p.		Rs. a. p.	Rs. a. p.
Direction	18,135 3 0	5·7	18,420 15 3	5·4	285 12 3	...
Inspection	28,367 4 1	8·9	29,251 3 5	8·6	883 15 4	...
Government — High schools for boys ...	12,334 1 10	3·9	11,961 6 9	3·5	...	372 11 1
Government — Middle schools for boys ...	10,919 8 9	3·4	12,067 0 4	3·6	1,147 7 7	...
Government — Primary — For boys ...	1,82,609 15 9	57·2	1,91,150 3 8	56·3	*8,540 3 11	...
Government — Primary — For girls ...	2,685 8 2	·8	2,792 0 11	·8	...	193 7 3
Private aided .. — For boys ..	3,038 10 9	·8	4,268 4 7	1·3	1,229 9 10	...
Private aided .. — For girls ..	430 0 0	·13	612 7 0	·2	182 7 0	...
Training schools	3,860 4 9	1·3	3,845 3 10	1·1	...	15 0 11
Scholarships	11,444 4 3	3·6	13,005 15 9	3·8	1,561 11 6	...
Book and prize allowance ...	209 12 0	·07	.	...		209 12 0
Government book depôt ..	8,525 3 0	2 6	10,434 14 2	3·1	1,909 11 2	...
Construction of school-houses ...	26,272 7 10	8·2	29,154 9 3	8·6	2,882 1 5	...
Repairs to schools	6,977 8 11	2·2	7,942 2 7	2·4	964 9 8	...
School furniture	3,061 11 11	1·	3,531 5 7	1	469 9 8	...
Miscellaneous	483 13 1	·2	878 8 5	·3	394 11 4	...
Total ...	3,19,655 6 1	...	3,39,316 5 6	...	20,451 14 8	790 15 3

* This sum includes excess of Rs. 2,953 expended by the school committees and educational and district officers from the fees of primary schools.

The small increase under Direction is chiefly owing to a larger amount having been drawn by the Director of Public Instruction for travelling allowance than in the preceding year.

The increase under Inspection is owing to the substantive pay of masters, who acted for two of the Deputy Inspectors when they were on privilege leave, having been debited to this head, and also the Educational Inspector having drawn the biennial increment to his salary for a longer period in this than in the preceding year. The decrease under High schools is explained by the first portion of the remark under inspection. The increase under Middle schools is owing to the employment of drawing masters, each on Rs. 50 per mensem, in the two High schools, and purchase of Library books and chemical apparatus. The allowance to the medical attendants on the students of the boarding-houses was also drawn for a longer period during the year than in the previous year. Salary of one of the Middle school masters due for 1880-81 was drawn in 1881-82.

The largest amount of increase is under Government Primary schools for boys; but out of this nearly Rs. 3,000 were paid from fees for the benefit of the schools, and about Rs. 4,800 were paid for additional teachers for those schools. The increase under private schools is owing to the establishment of two aided schools for the education of European and Eurasian children, and to increased amount paid by result grants. There was a larger number of scholars in the Training College and High and Anglo-vernacular schools paid during the year than in the preceding year.

The increase shown under Government Book Depôt is fictitious. There was a larger amount spent on purchase of books, maps, &c., but a much larger amount was returned to the treasury. The percentage of expenditure is smaller under all the heads, except Middle schools, Private schools, Scholarships, and School buildings and repairs.

Expenditure from fees.

17. Under the sanction of the Government of India, conveyed in Mr. Under-Secretary Dauke's letter No. 352, dated the 13th October 1880, the administration of fees is vested in the educational and district officers; and they are to be expended for the benefit of schools in which they are collected. The fees of the High, Middle, and Anglo-Vernacular schools are subjected to the budget system of accounts, the receipts being, in the first instance, paid into the Government treasury, and expenditure incurred under sanction of competent authority. The fees of the Vernacular schools are placed in the custody of school committees. The following statement will show how the fee account stands :—

Schools.	Receipts.	Expenditure.										
		Teachers.	Contingencies.	Prize books.	Library books and maps	Purchase and repair of furniture	Gymnasia	School gardens.	School compounds.	Petty repairs to schools	Miscellaneous	Total
	Rs. a. p	Rs a. p.	Rs. a. p.	Rs. a. p	Rs. a	Rs. a. p	Rs.	Rs. a.	Rs. a.	Rs. a. p.	Rs. a. p	Rs. a. p.
High Schools, including High, Middle, and Primary divisions	1,337 12 0	.	65 11 3	222 8 0	280 12	106 15 0			..		81 3 0	707 1 3
Anglo Vernacular schools	4,934 2 0	2,226 12 4	594 0 0	345 5 0	86 0	319 2 4	.	20 0		5 0 0	3 8 9	3,599 11
Vernacular schools	21,311 14 6	12 0 0	5,633 0 9	1,624 13 0	554 9	743 14 10	12	402 9	431 13	415 7 3	228 14 3	10,059 1 1
Total	27,583 12 6	2,238 12 4	6,292 12 6	2,192 10 0	871 5	1,170 0 2	12	422 9	431 13	420 7 3	313 9 3	14,365 14 0

Deducting the expenditure of the year from the receipts, there remains a balance of Rs. 13,217-14-6. The extra assistant masters in the Anglo-Vernacular schools paid from fees cost so much as Rs. 2,226, and yet the necessity for additional assistants is very pressing, and will have to be met from some other source. The largest item of expenditure in the vernacular schools pertains to the monthly contingencies. A large supply of maps was given to the Vernacular schools, but a much larger supply of books for school libraries is to be given

during the current year, and it will take up a large portion of the balance. In some districts money has been sanctioned to be paid for school gardens, compound walls, &c.

II.—Controlling Agency.

Controlling agency.

18. The Director of Public Instruction exercises the controlling power over the department, and is assisted by an Educational Inspector. The Deputy Commissioners, assisted by Deputy Inspectors, have immediate control over the Vernacular schools.

19. I inspected 154 schools in the four northern districts of the province, and travelled 785 miles by road and 55 miles by rail.

20. The Educational Inspector inspected 167 schools including 22 Anglo-Vernacular schools, which are placed immediately under his charge. He travelled 1,046 miles by road and 1,096 miles by rail. He also assisted in the examination of High schools, and conducted the examination of candidates for Vernacular scholarships.

Inspection work of Deputy Inspectors.

21. The inspection work done by the Deputy Educational Inspectors is shown in the subjoined statement:—

Deputy Educational Inspector.	Area of the district in square miles.	No. of days in the district.	Miles travelled. By rail.	By road.	Total.	No. of schools in the district on the 31st March 1882.	Description of schools.		No. of schools inspected. Twice and more than twice.	Once.	Total number of visits to all schools.	Distance travelled by ordinary road for each visit
Akola ...	2,660	163	254	985	1,239	109	Primary.	Govt. ...	10	99	119	4·6
						130		Private ...	...	95	95	
						1	Jail School ...		1	...	2	
Buldana ..	2,804	177	36	1,545	1,581	81	Primary.	Govt. ..	81	...	164	7·4
						82		Private ...	...	44	44	
Basim ..	2,958	134	...	1,330	1,330	58	Primary.	Govt. ...	58	...	116	8·7
						37		Private ...	...	36	36	
Amraoti ..	2,759	159	66	1,188	1,254	96	Primary.	Govt. ..	41	56	145	6
						69		Private ...	3	45	52	
						1	Jail School ...		1	..	2	
Wun ...	3,907	159	...	1,263	1,263	48	Primary.	Govt. ...	46	2	105	10·6
						36		Private ...	...	14	14	
Ellichpur ...	2,623	159	...	1,358	1,358	75	Primary.	Govt ...	48	27	133	7·6
						64		Private ..	1	43	45	
Hindustani, Hyderabad Assigned Districts.	17,711	196	391	1,117	1,508	*56	Primary.	Govt. ...	4	52	64	14·1
						30		Private ...	...	17	17	

* These schools are counted twice; once under their respective Districts for the District Deputy Inspectors, and again for the Hindustani Deputy Inspector.

All the Deputy Inspectors put together passed 31 days more in the districts than they did in the previous year; but travelled about 200 miles less. This is what is desired, as they are required patiently to look into the state of each school, and try to remove its wants and defects, instead of paying two or three hurried visits to it. The Basim Deputy Inspector was for about three weeks absent on leave, and hence his tour is shorter, and affects the average of the whole body. In the Buldana, Basim, and Wun Districts, all the Government schools were visited twice. In the Amraoti and Ellichpur Districts about half of them were visited twice, and the rest once. In the Akola District ten were visited twice and 99 once. The Hindustani Deputy Inspector visited all the Urdu schools once, and four of them twice. Each of the two Jail schools was visited twice, and out of the 418 private schools, 277, either existing on the 31st March or not, were inspected at least once. The total number of visits paid to Government and private schools is 1,153, against 1,030 of the previous year. This quantity of work may be considered to be satisfactory.

22. There is no doubt that the Deputy Inspectors have now more to do in schools than they had before—not only has the attendance increased, but the teaching standards have risen up, and consequently the subjects of examination have become more numerous and more important. To conduct the examinations, to instruct and direct the masters, and to encourage the people, must necessarily take a large portion of their time, and I know most of them give it cheerfully for the benefit of the schools and the people.

Visits of district officers.

23. The subjoined statement shows the visits paid by district officers to schools in their respective districts:—

Officers.	Akola.	Buldana	Basim.	Amraoti	Wun.	Ellichpur.	Total No. of visits.	
							1881-82.	1880-81.
Deputy Commissioners ...	34	25	16	18	20	44	157	170
Assistant Commissioners ..	22	4	4	3	20	11	64	117
Extra Assistant Commissioners.	4	...	2	1	1	...	8	25
Tahsildars	58	57	21	27	26	58	247	200
Total ...	118	86	43	49	67	113	476	512

The visits of the officers of all grades, except those of the Tahsildars, have decreased. I am thankful to Mr. Jones, who, while moving in the province, made it a point to see almost every school he came across and to note down what struck him as defective and requiring notice. I have received the memo. prepared by him, and I shall write on the points noticed in a separate communication.

III.—University Education.

24. The following statement will show the number and progress of the Berar University scholars and ex-scholars studying in the Bombay Colleges:—

Year.		No. in each class in Arts Colleges on 31st March.			No. passed during the year.			No. in each class in Science College on 31st March.		No. passed during the year.	
		Previous examination class.	F. B. A. Class.	B A. Class.	Previous examination class.	F. B. A. Class.	B. A. Class.	F. C. Class.	L. C. Class.	F. C. Class.	L. C. Class.
1880-81	Scholars ...	4	1	1	2	2	...	1	1	1	...
	Ex-scholars.	1	1	1	...	...	...	...	...	...	...
1881-82	Scholars ...	3	3	1	3	1	1	...	...	...	...
	Ex-scholars.	...	...	...	...	...	1	...	1	...	...

It will be seen that the number of stipendiary scholars at the end of the year under report was just the same as at the end of the previous year, *viz.*, eight, but the number of ex-scholars was less by two. The results of the year were better in so far that we had two graduates against none of the previous year. As regards under-graduates the results are about the same. Of the two graduates, one has been studying for L. L. B., and the other has returned to Berar in search of an employment.

IV.—Secondary Education.

25. Secondary education, as comprised in the five highest standards of school education, shows considerable advance over the previous year, as will be perceived from the following table. It is given in two High schools and three Anglo-Vernacular schools, the latter of which, however, teach the lowest standard of the course:—

School.	No. on roll on 31st March.		Average monthly No. on roll during the year.		Average daily attendance.		Fee collections during					
	1880-81	1881-82.	1880-81.	1881-82.	1880-81.	1881-82.	1880-81.			1881-82.		
							Rs.	a.	p	Rs.	a.	p.
Akola High and Middle classes .	95	125	81	98·1	64	77	430	0	0	524	4	0
Amraoti High and Middle classes ..	131	145	105	128·7	93	112	628	0	0	772	0	0
Three Anglo-vernacular schools (Middle classes)	24	33	30	31·5	24	25·4	158	0	0	143	0	0
Total ..	250	303	216	258·3	181	214·4	1,216	0	0	1,439	4	0

These figures are the highest the schools ever attained. The two divisions of secondary education, *viz.*, High and Middle, are shown below.

High schools.

26. I include this year's figures in the following table given in the last report regarding the two High school classes:—

Years	Akola High School.							Amraoti High School						
	No on roll on 31st March	Average No. on the roll during the year	Average daily attendance	Fees.	Expenditure	Annual cost of educating each pupil	No of pupils Matriculated	No on roll on 31st March.	Average No. on the roll during the year	Average daily attendance.	Fees.	Expenditure.	Annual cost of educating each pupil	No of pupils matriculated
				Rs a p	Rs. a. p	Rs a. p.					Rs. a. p.	Rs. a. p	Rs a p.	
1878-79	16	14	11	96 8 0	7,010 10 8	500 12 6	1	19	18	16	147 0 0	5,600 8 6	311 2 8	4
1879-80 .	21	17	12·7	98 0 0	6,614 2 9	389 1 1	...	23	20	18·4	168 4 0	4,757 5 6	237 13 10	6
1880-81 .	22	18	14	118 0 0	7,270 14 2	403 15 0	4	32	25	22	217 8 0	5,063 3 8	202 8 6	4
1881-82 .	26	21·1	16	135 4 0	7,111 2 5	337 0 4	1	35	29·2	25 5	242 0 0	4,850 4 4	166 1 8	3

These schools or sections of schools have slowly but steadily advanced during the last few years. For this year also they show improvement under all the heads, except the last, showing the matriculation result. If it be remembered that the schools themselves were placed on a proper basis not more than 10 years ago, that the towns in which they are situated are comparatively small, and that a very small portion of the population of those towns belongs to the educated classes, it will be conceded that, on the whole, they have made fair progress.

Matriculation result.

27. The Berar schools matriculated only four students out of eight sent, against eight of the previous year. This is principally owing to the first class in the Akola school having dwindled from six at the time it was formed to two at the time of the

examination. It passed one, and Amraoti school passed three. The table shows that, during the last four years, the Amraoti school passed 17 students, while the Akola school passed only six. Time there was when the former had acquired a bad name, and it was proposed to do away with it. The sides are now changed, and we find weaker staff showing better work. Not only the 1st and 2nd Assistants at Amraoti are not graduates, but the latter of them, being in charge of the Mahomedan lads, can give no assistance in bringing up the Hindu boys, on whom the success of the school mainly depends. The 1st Assistant cannot be entrusted with the English or Sanskrit of the higher classes, and hence the head master has to make up for the weakness of the students under the 10th standard when they go up to him. His labors and success under these difficulties reflect great credit on him. The Akola High school has not exhibited latterly as good results in the matriculation as it did before, notwithstanding its present superior staff. The head master has always complained of his classes of sickly, diminutive boys. However, it is a great satisfaction to learn that he has now great hopes in his present matriculation class. He states "our first class now has 14 pupils, and it is the largest, and in other respects, the best first class we have had for some years." One can easily understand the insufficiency of results under exceptional circumstances for a year or two, but not when it is continued for several years.

28. Though the number of passes was not as high as it should have been, yet the ranks obtained by the successful students clearly show that the quality of instruction imparted in our schools is above middling. The standard of the examination is being gradually raised up, and this year the examiners passed only 388, or 28 per cent. of the candidates. Our schools passed 50 per cent., and two of them are within the first 10 on the list. "When these facts are taken into consideration," writes the head master of the Amraoti High school, "coupled with the fact that for the last four years our first boys have stood very high in the order of merit, we can safely say that our school may bear comparison with its sister schools in the Bombay Presidency, and yet we have our own difficulties which I need not particularize, as you are fully aware of them."

Middle Class schools.

29. The statistics of the Middle Class schools are given below :—

	Schools.	No. on roll on 31st March.			Average No. on roll during the year.	Average daily attendance	Fees.	Expenditure.	Annual cost of educating each pupil.	No. of boys passed in Middle school examination.
		1880.	1881.	1882.			Rs. a. p.	Rs. a. p.	Rs. a. p.	
Classes in	Akola High school.	59	73	99	77	61	389 0 0	4,086 7 9	53 1 2	9
	Amraoti do. ...	79	99	110	99·5	86·5	530 0 0	3,705 2 9	37 3 10	14
	Malkapur Primary.	10	9	14	12	9	61 0 0	1,558 10 10	129 14 3	...
	Ellichpur do. ...	14	9	9	9·5	8·4	45 8 0	1,506 15 2	158 10 0	...
	Basim do. ...	7	6	10	10	8	36 8 0	1,209 11 10	120 15 7	...
	Total ...	169	196	242	208	172·9	1,062 0 0	12,067 0 4	58 0 3	23
	Total for 1880-81	...	...	..	173	145	880 8 0	10,919 8 9	63 1 11	26
	Total for 1879-80.	...	...	...	160	134	803 8 0	10,068 4 4	62 14 10	16

The figures under all the heads are encouraging, and they show steady advance every year. The excess under Expenditure is owing to the appointment of drawing masters in the two High schools and supply of library books and furniture. The cost of education, however, has decreased. It appears very high against the lowest middle class in each of the Primary Anglo-Vernacular schools at Malkapur, Ellichpur, and Basim, as the whole salary of the well paid master is debited to it. The Educational Inspector, in his last annual report hinted at the inexpediency of keeping up these classes, as they cost much, as their progress does not appear in the statistical returns,

and as the tuition of the classes next below them has to be left to assistant masters. My object in forming and hitherto keeping up the classes has been to pave way for having a zillah or middle school at each of the four district stations in which there are no High schools. The head masters of these schools are able to teach much more, and are well paid, and have well paid assistants, and to raise the status of their schools the expenditure would not be great. Boys passing the sixth or final standard of our Anglo-Vernacular schools are very willing to study the higher standards in their own places if they can get an opportunity of doing so, and I would give it wherever it is practicable to do so. In my last Report I said that the subject of keeping up or doing away with the classes would be taken into consideration after the annual examination of the schools. After the examination, the classes rose in attendance, and in the examination itself they acquitted themselves well. They will therefore be kept up. The Educational Inspector writes :—

"During the year under report all these classes were examined by me with the pupils of the High schools in all the subjects, except arithmetic. The boys from Ellichpur appeared to be very well up in English, those from Malkapur in vernacular, and those from Basim in history and geography. It is creditable to the head master of the last mentioned school that his pupils were prepared to be examined in all the subjects and books taught in the seventh standard class in the Akola High school *including Sanskrit*, and that all the five boys he sent up were considered fit to be admitted into the eighth standard. Four pupils passed out of six from each of the schools at Malkapur and Ellichpur, and this result is also satisfactory. I have nothing to add to what I said in my last year's report regarding the keeping up of these classes; but if they are to be kept up, the studies must be conducted exactly according to the standard as it is taught in the High schools." I hope to be able to add another standard to the curriculum of these schools soon.

30. The figures in the last column of the statement show the result of examination of the 9th standard classes in both the High schools, which presented 36 students. These, as well as the 110 students presented in the two lower standards, acquitted themselves fairly well, except in mathematics, the question papers in which, however, were again stiff, and calling for higher intelligence.

V.—Primary Education.

31. The meaning attached to the term primary education is different in different provinces. In one place it means reading, writing, and understanding easy sentences in vernacular. In another place the extent of primary education is thus described :—" A little boy, say of seven or eight years of age, enters the lower primary division, of which the prescribed course may be gone through in one or two years. Another year passes the boy through the upper primary into the middle school." In a third place it embraces a course of three years; in a fourth place of four years ; and in this province of six years. Taking the teaching powers of the teachers in these days to be the same or nearly the same every where, the quantity of instruction given during the varying periods must greatly differ, so also the number of pupils studying each of the two sections of the primary course at the beginning of the year, and consequently the percentages of passes. In this province, the lower primary course embraces reading and writing in Modi and Balbodha, with understanding arithmetic including simple and compound rules and mental arithmetic, with miscellaneous and practical examples, grammar, knowledge of parts of speech, and knowledge of map and geography of the province. The upper primary course embraces reading and explanation of advanced books, containing lessons on varied subjects, poetry from standard authors, grammar the whole, history of the province and of India, composition, arithmetic the whole, and English of the first three primers. The whole course is taught in only 22 schools, called Anglo-Vernacular on account of the English tuition given in them, and the lower primary course is taught in all the other schools, with the addition of one or two higher standards where practicable.

Government schools for boys.

32. The following table shows the number, attendance, &c., of Government primary schools for boys in the province :—

Districts.	Number of schools and scholars on 31st March. 1881. Schools.	1881. Scholars. Upper Division.	1881. Scholars. Lower Division.	1881. Scholars. Total.	1882. Schools.	1882. Scholars. Upper Division.	1882. Scholars. Lower Division.	1882. Scholars. Total.	Average number on roll during the year.	Average daily attendance.	Fees.	Expenditure.	Annual cost of educating each pupil.	Number passed. Upper primary school examination.	Number passed. Lower primary school examination.
											Rs. a p.	Rs. a. p.	Rs. a p		
Akola ...	108	1,105	6,212	7,317	109	1,328	6,237	7,565	7,362	5,320	8,385 12 6	56,530 14 3	7 10 10	49	439
Buldana .	77	470	3,582	4,052	78	558	4,060	4,618	4,278	3,202	3,874 4 0	31,067 5 6	7 4 2	14	234
Basim. ...	58	233	2,181	2,414	57	294	2,400	2,694	2,514	1,794	2,285 7 0	17,740 3 2	7 0 11	6	156
Amraoti .	99	604	5,371	5,975	96	792	6,028	6,820	6,471	4,799	5,849 7 0	40,444 1 1	6 4 0	21	278
Wun	47	157	1,978	2,135	48	215	2,279	2,494	2,326	1,701	1,981 1 0	16,627 8 6	7 2 5	7	111
Ellichpur..	70	456	3,375	3,831	78	514	3,600	4,114	4,062	2,924	3,768 9 0	28,019 11 3	6 14 4	12	186
Total	459	3,025	22,699	25,724	461	3,701	24,604	28,305	27,013	19,75[illegible]	26,144 8 6	1,90,429 11 9	7 0 10	109	1,404
Total for 1880-81		..				.			24,311	17,536	22,404 12 6	1,82,609 15 9	7 8 2	89	1,281
Total for 1879-80	.				461	2,455	21,378	23,833	21,611	15,791	19,585 12 6	1,67,986 14 11	7 12 4	71	1,032

There is an increase of two schools and 19 branch schools attached to as many of them. The increase in scholars, average number on rolls during the year, average daily attendance and fees, is very considerable. The number learning the upper primary course has increased by about 700. The expenditure has slightly increased, but the cost of education per head has considerably decreased. The figures show considerable improvement over the preceding year. The particulars of the 22 Anglo-Vernacular schools teaching the whole of the primary course are given below :—

Districts.	Number of Anglo-Vernacular schools.	Number on roll on 31st March 1882. Learning English.	Number on roll on 31st March 1882. Learning Vernacular.	Number on roll on 31st March 1882. Total.	No. who passed the upper primary course.	Fees.
						Rs. a. p
Akola	8	252	1,142	1,394	48	1,890 3 0
Buldana	5	141	650	791	14	874 9 0
Basim	1	41	190	231	6	258 15 0
Amraoti	3	123	642	765	19	856 6 0
Wun	2	44	291	335	7	307 7 0
Ellichpur	3	99	402	501	12	603 10 0
Total ...	22	700	3,317	4,017	106	4,791 2 0
Total for 1880-81 ...	22	595	3,212	3,807	86	4,166 14 0
Total for 1879-80 ..	22	534	2,982	3,516	70	3,696 3 0

The attendance in these schools, and the number of boys learning English, have been steadily rising; also the number passing in the final upper primary standard. The schools are unevenly distributed: Akola has so many as 8, but two or three of them are not doing well; one or two out of the 5 in the Buldana District are in the same state; Basim has only one, but it is hardly possible for another one to succeed well in the thinly peopled district. The Deputy Commissioner of Amraoti wishes to have a few more. He writes :—

" There are only three (schools) in the district, a very small proportion compared to other districts, and considering that they form the link between the Lower Primary school and the High school, I should much like to see at least one more Anglo-Vernacular school at Morsi in addition to one you have lately sanc-

tioned for Murtazapur. At present no boy living between Amraoti and Burroor, a distance of 60 miles, can get into the High school without passing two years at Amraoti, far away from home." Formerly we had Anglo-Vernacular schools at Murtazapur and Morsi; but the attendance in them was less than 100, and the number of English learning boys less than 10, and hence they were reduced to purely Vernacular schools. At present each of them is attended by about 200 boys, and there is a much greater chance of their succeeding.

33. The first or highest classes of these schools were examined by the head-masters of the High schools for admission into their own schools, and the other classes by the Educational Inspector, whose remarks on their state and progress are quoted below:—

"During the year under report, 131 boys appeared for the entrance examination in the sixth standard held in the High schools at Akola and Amraoti, and 93 of them successfully passed the test. In the Akola High school, 58 boys passed out of 80 examined, and in the Amraoti High school, 35 out of 51. This result is very satisfactory, and reflects credit on the head masters of the Anglo-vernacular schools who prepare candidates for this examination. I need hardly say that our Anglo-Vernacular schools, situated as they are in the largest and most important towns of the province, give a tone to primary education in Berar, and that the state of these institutions mainly depends on the abilities and tact of their head masters. Most of these men are hard working and conscientious teachers, and though some of them are unable to improve the tone of their schools on account of the incompetence of their assistants and other unfavourable circumstances, they as a body perform their work of teaching conscientiously and successfully. The number of boys that appear for the High school entrance examination is increasing year by year, and I believe the masters of the High schools now get boys better trained than before, as appears from the most satisfactory results of the classes under standards VIII. and VII. The school at Akola stands as usual at the head of the list of Anglo-Vernacular schools sending boys to the High schools, and its success this year is unprecedented, as all the 21 boys who appeared for the examination were declared fit for admission. I cannot speak too highly of the ability and unremitting zeal of the head master, Mr. Lakshman Krishna Chiplunkar, B. A., who, though quiet and unassuming, has proved himself to be a successful master. The school at Amraoti and Akot have also done very well, the former having passed 13, and the latter 10 boys at the examination. In quality both these schools stand very high and surpass all the others. Amongst the first five successful pupils at the examination held at Amraoti, three came from the Amraoti Anglo-vernacular school and stand 1st, 3rd, and 4th in the order of merit; and the first five of those passed at Akola, three were from the schools at Akot, standing 1st, 4th, and 5th in the list of 58 successful candidates. The school at Mehkar, which has remarkably improved during the year under report, passed five boys this year against one in 1880-81, and the schools at Deulgaon Raja and Wun, which also did badly at the last year's examination, have taken their proper places amongst the successful Anglo-Vernacular schools. The schools at Khamgaon, Jalgaon, and Yeotmal, which belong to the second grade, might be expected to pass larger numbers at the entrance examination, but there is no doubt that the head masters have been working heartily and doing their best. The number passed from the Khamgaon school last November was four against two in the year before. The school at Jalgaon passed three out of four it sent, one of them standing second in the order of merit amongst the successful candidates examined at Akola. Yeotmal is (comparatively) a very small place; but all the candidates it sent up passed the test successfully. The schools at Bellapur, Ellichpur City, Daryapur, Karinja, Tallegaon, and Shegaon, have fairly discharged their functions; but the school at Chikhli is somewhat below the mark, and all the candidates from Pimpalgaon Raja failed to pass the examination."

34. Out of the remaining 439 Primary schools, 383 are Marathi, 54 Hindustani, and 2 Anglo-Hindustani, attached to the High schools and placed under the Hindustani teachers. All these schools, except the last, were examined by the Deputy Educational Inspectors. The result of these examinations must have been affected to a certain extent by the circumstance that many of the masters were for about half of the teaching season of the year engaged in census work. The Deputy Inspector of Akola thinks that they were more affected by the Director of Public Instruction having ordered a higher test to be applied to the examinations. He writes:—"The numbers and percentages for the year under report are all smaller than those of the previous year, and this is entirely owing to a higher test being applied in the examinations, especially of the Marathi schools. Those in the first three taluks, Akola, Balapur, and Khamgaon, were examined with the usual test, as was done during the two previous years. But the Director of Public Instruction thought it very lenient, and I was therefore obliged to make

my examinations in the Akot and Jalgaon Taluks more strict, which has brought the percentage to a very low figure, as will be seen from the table, No. 3, given above." I did not order any higher test to be applied. Perhaps the Deputy Inspector refers to my remarks quoted below, and forwarded to the inspecting officers for their information and guidance. If this be the case it shows that my instructions on the teaching of standards issued years ago were not properly followed :—

" Extract from the remarks passed by the Director of Public Instruction, Hyderabad Assigned Districts, on the Vernacular school at Murtazapur :

" The teachers should commence the arithmetic of ujalni from the first standard, and in the second and third standards the boys should be taught not only sums of ujalni integral and fractional, but also of proportion workable by ujalni. The pupils will be able to tell the price of 36 mangoes at the rate of nine for five pice, or how many should be taken for 15 pice at the rate of seven for three pice. In teaching mental arithmetic of fractional ujalni, the teachers should not use fractions in their questions, or require answers containing fractions. They should not require the boys to tell the number of mangoes to be got for six pice at the rate of 1¼ for a pice. We cannot get 1¼ or 7½ of a mangoe in the bazaar. It will be better to give the rate in whole numbers, such as five for four pice, three for two pice, three for four pice, seven for two pice. Here the boys will be practised to perform double process and have much better mental training. I was not satisfied with the explanation of the 4th standard class. In teaching the lesson on Kalidas the boys should be informed who he was, where, and when he lived, what poems of his are well known, what intelligence he displayed in each of the anecdotes related of him, &c. Mere questioning upon words is not what a teacher is required to do. The lesson must be well studied by him beforehand. In teaching history and geography together I have often found the boys left in the dark or misled by the masters. They should remember that history of Maharashtra is taught in the Berar schools as Berar forms a part of Maharashtra. But in few or no schools have I seen boys including Berar when pointing out Maharashtra. For Sevaji's capital they have pointed out Rayagadin, in the Central Provinces ; for Hubli they have pointed out the river Hoogli. I cannot enlarge on the shortcomings of the masters while writing my remarks on a school, but I will send a copy of these to the Deputy Inspectors with a view that they will attend to such defects."

35. The number of pupils passed under all the standards during the last four years is shown in the subjoined table :—

Years.	No. of pupils examined.	No. of pupils passed.	No. passed under each standard.										
			I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.
1878-79 ...	10,631	5,805	2,527	1,745	936	311	109	73	55	24	13	6	5
1879-80 ..	11,341	6,413	2,846	1,833	1,032	378	142	71	47	34	16	8	6
1880-81 ...	13,596	7,919	3,546	2,167	1,281	520	192	89	46	36	26	8	8
1881-82 ...	15,108	8,845	3,818	2,486	1,404	622	250	109	70	39	23	20	4

The total number examined, and the number passed under each standard, is higher than what it was in the previous year, except under the ninth and matriculation standards, and the increase is steady during the last four years. The result tested by passes under each of the courses prescribed by the Government of India will be seen from the following statement :—

Years.	Lower Primary School examination.					Upper Primary School examination.					Middle School examination.					Matriculation.				
	No. of pupils under standards I, II., and III., at the beginning of the year.	No. examined under Standard III.	No. passed.	Percentage of passed to the No. examined.	Percentage of passed scholars on the total No. on rolls at the beginning of the year.	No. of pupils under Standards IV., V., and VI., at the beginning of the year.	No. examined under Standard VI.	No. passed.	Percentage of passed to the No. examined.	Percentage of passed scholars on the total No. on rolls at the beginning of the year.	No. of pupils under Standards VII., VIII., and IX., at the beginning of the year.	No. examined under Standard IX.	No. passed.	Percentage of passed to the No. examined.	Percentage of passed scholars to the total No. on roll at the beginning of the year.	No. of pupils under Standards X. and XI at the beginning of the year.	No. examined under Standard XI.	No. passed.	Percentage of passed to the No. examined.	Percentage of passed scholars to the total No. on roll at the beginning of the year.
1880-81	21,302	2,716	1,281	47·2	6	2,473	146	99	61	3·6	169	32	26	81·2	15·4	44	14	8	57·1	18·2
1881-82..	22,534	2,921	1,404	48	6·2	3,056	164	109	66·5	5·4	197	36	23	63·9	11·7	55	8	4	50	7·3

Last year I endeavoured to show that as the standards and tests varied in the different parts of the country, the progress of education in them could not be compared. If the course for lower primary education in Berar had been only for

two years, and that for upper primary education for one year, as they are in many other provinces, our percentages under those courses would have been 13 and 20 instead of 6·2 and 5·4. In the report for Bengal for 1880-81, I find that the percentage of passed under the High school course was only 3·9 in Government, and 2·5 in other schools, although the percentage of passed to the presented was so high as 5·8. This low percentage for a highly advanced province like Bengal only shows that the percentages vary according to other conditions, and not exactly according to the educational state of the province.

Urdu schools.

36. The following table will show the state of the 56 Urdu schools :—

Districts.	Number of schools and scholars on 31st March.						No. of pupils examined and passed in standard												Total.	
	1881.		1882.				I.		II.		III.		IV.		V.		VI.			
				Scholars.																
	Schools.	Scholars.	Schools.	Upper Division.	Lower Division.	Total.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Akola	12	610	12	59	654	713	100	82	92	64	51	29	30	13	6	4	1	1	280	193
Buldana ...	14	566	14	27	599	626	105	73	68	47	52	28	18	7	.		...	...	243	155
Basim	4	171	4	13	177	190	36	29	18	13	17	10	4	2	..	...	...	...	75	54
Amraoti ...	15	579	14	38	572	610	85	49	68	52	56	30	9	4	5	3	4	2	227	140
Wun	4	160	4	4	161	165	18	12	30	22	14	7	...	...	...	...	.	...	62	41
Ellichpur ..	8	315	8	15	376	391	75	42	50	38	20	11	8	4	...	...	...	...	153	95
Total .	57	2,401	56	156	2,539	2,695	419	287	326	236	210	115	69	30	11	7	5	3	1,040	678
Total for 1880-81.	...	...	...	...	...	...	400	261	222	155	184	69	64	26	10	3	7	3	887	517
Total for 1879-80.	55	2,106	...	...	...	...	267	134	213	132	160	56	40	9	14	3	4	1	698	335

There is a decrease of one school, but an increase of 294 scholars, and a considerable rise in the passes under all the standards. The classes under Standards V. and VI. are taught by the Hindustani teachers in the two High schools, besides in the few Hindustani students belonging to the middle sections of those schools. They have been attached to these schools, because there are now no Anglo-Hindustani schools like the Anglo-Marathi schools, and the Anglo-Hindustani schools were done away with, because very few Mahomedan boys were found to study in them. The head masters of High schools do not wish the Hindustani classes to be kept in their schools. As Mr. Jones has now seen that the Mahomedan students in the middle divisions of the High schools cannot understand the Marathi teachers, and consequently require the Mahomedan teachers to themselves, he has suggested the desirability of having an Anglo-Hindustani school for each of the six districts for the pupils under Standards V. and VI. His communication will be replied to as soon as information called for on the subject has been received. The other purely Hindustani schools were examined by the Hindustani Deputy Inspector, who writes :—

"The figures for the year under review compare favourably with the last year, and as the figures for the last two or three years, as shown in my previous reports, compared favourably with the years preceding them, it may be fairly established that of late years our Hindustani schools, taken collectively, have been steadily advancing in efficiency, which in a great measure may be attributed to the nature of my examination being, as you would have it, not only searching, but also instructive. I both examined and taught classes in each school, involving the masters in the whole proceeding, and explaining their difficulties."

37. It cannot be doubted that the Marathi schools are greatly superior to the Urdu schools in efficiency, and the Hindustani Deputy Inspector will readily admit this ; yet the percentage of passes to the number examined in his schools is much larger, and this can only be explained on the ground that the Urdu standards are easier, and the examinations not as searching as they should have been. As regards his own district, Major FitzGerald does not think that the examinations were as strict with the Urdu as with the Marathi scholars.

38. As regards the study of Marathi in Urdu schools, Mr. Noor Khan writes :—

"Out of the three Hindustani schools, which include Marathi in their course of instruction, that at Malkapur is in a very fair way of making progress in that language. At the late annual examination held in March, it presented ten and eight pupils under the first and second standards, of whom 17 passed."

Government schools for girls.

39. The following statement shows the state of the Government girls' schools in the province :—

Districts.	No. of schools & scholars on 31st March. 1881. Schools.	Scholars. Upper Division.	Scholars. Lower Division.	Scholars. Total.	1882. Schools.	Scholars. Upper Division.	Scholars. Lower Division.	Scholars. Total.	Average No. on roll during the year.	Average daily attendance.	Expenditure. Rs.	a.	p.	Cost of educating each pupil. Rs.	a.	p.	No. passed in lower primary school examination.
Akola ...	1	3	24	27	1	...	21	21	24	15	320	1	2	13	5	5	...
Buldana ...	3	5	133	138	3	4	124	128	124	85	1,112	14	6	8	15	7	5
Basim ..	1	...	27	27	1	...	25	25	24	13	268	8	8	11	3	0	...
Amraoti ...	1	2	38	40	1	1	39	40	37	26	411	14	6	11	2	1	...
Ellichpur ...	2	3	47	50	2	10	45	55	55	41	678	10	1	12	5	5	6
Total ...	8	13	269	282	8	15	254	269	264	180	2,792	0	11	10	9	3	11
Total for 1880-81.	...	...	...	...	...	...	...	..	287	198	2,985	8	2	10	7	7	7
Total for 1879-80.	...	...	...	...		...	...	...	310	215	3,629	7	0	11	11	4	12

The number of schools is the same, but the attendance has decreased. Of the eight schools, six are Marathi and two Hindustani; of the former, the school at Deulgaon Raja and the school at Ellichpur Cantonment are doing well. The former "is very thickly attended and efficiently conducted. There are 64 girls on roll, with an average daily attendance of 46. At the last annual examination 33 girls were examined and 21 passed, a result very creditable for a female school. There is now a class under the 4th standard, and it is hoped that some girls will pass in that standard. It has two masters, but they cannot manage and teach them satisfactorily. An additional teacher has long been applied for, but no sanction for the same has yet been received." The difficulty in giving an additional assistant was felt, because these schools were considered to have been maintained on the principle of aided schools, and because there was no local fund available to meet half of the additional charge. But on the representation of Mr. Jones, the Resident has ordered that these schools should be treated exactly like boys' schools, and should be maintained from the cess and provincial funds where the people want them, and pay some schooling fee. "The Ellichpur Cantonment school shows considerable improvement both in respect of attendance and efficiency. At the end of March last there were 40 girls, against 27 at the end of March previous. It succeeded in passing 15 girls out of 19 presented, against 9 out of 15 presented in the preceding year. It is mostly attended by children of the higher classes of Hindus, who are likely to turn to account in after life the education they are receiving." Of the remaining four Marathi schools, the one at Amraoti is fairly conducted; but the other three at Khamgaon, Basim, and Anjangaon, are failing, and it has been proposed to close the first.

40. Of the two Hindustani girls' schools, the one at Malkapur is doing well. It passed two girls in the 3rd standard, and the Hindustani Deputy Inspector writes : "The passing of the two pupils under the 3rd standard is a peculiar feature of the year, and is exclusively creditable to Malkapur, which also passed a larger number under the other two standards, and possesses a much superior batch of grown-up and intelligent girls."

Classification of scholars attending Government schools.

41. The subjoined table shows the percentage of classes of pupils who compose the total attendance at Government schools:—

Schools.	Christians.		Hindus.										Musalmans.		Others.		Total.
			Brahmins.		Kunbis.		Low castes		Other Hindus.		Total.						
	Pupils	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils	Percentage.	
High Class .. Boys	1	1·6	47	77	3	4·9	..	..	9	14·8	59	96·7	1	1·6		..	61
Middle Class . Boys	3	1·2	170	70·2	16	6·6	2	·8	43	17·8	231	95·5	7	2·9	1	·4	242
Primary ... Boys	26	·09	3,895	13·7	8,076	28·5	554	1·9	11,790	41·6	24,315	85·9	3,945	13·9	19	·06	28,305
Primary ... Girls	2	·7	47	17 4	11	4 9	.	...	155	57·6	213	79·2	54	2,007		...	269
Total for 1881-82 ...	32	·1	4,159	14·4	8,106	28·06	556	1·9	11,997	41·5	24,818	85·9	4,007	13·8	20	·07	28,877
Total for 1880-81	28	·1	3,969	15·1	7,309	27·8	448	1·7	10,900	41·5	22,626	86·2	3,570	13·6	32	·1	26,256
Total for 1879-80	19	·07	3,767	15·45	6,915	28·37	415	1·7	10,024	41·12	21,121	86·64	3,226	13·23	14	·06	24,380

The number of pupils of almost all the classes appears to have proportionally increased, except "of others," and therefore there is but slight difference in the percentages. The percentage of "other Hindus," who compose the trading and artizan classes, continues to be the highest; then comes that of the Kunbis or agricultural classes, then of Brahmins; and then of Mussulmans.

42. The following table shows the percentage of male pupils in Government schools of each class to the total male population of the class, as also to the total population of the school-going age (between 4 and 15) of that class, as far as it has been ascertained from the returns of the last census:—

Classification of the population.	Male population.	Percentage of male population of each class to the total male population of the province.	Boys attending Government schools on 31st March 1882.	Percentage of male scholars to the total population in each class.	Male population of school-going age (between 4 and 15.)	Percentage of male scholars to the school-going population in each class.
Hindus	1,282,331	92·9	24,605	1·9	298,323	8·2
Brahmins	38,129	2·7	4,112	10·8	...	...
Kunbis and Mallees ...	528,977	38·3	8,095	1·5	...	...
Low castes	201,887	14·4	556	·3	...	...
Other Hindus	513,338	37·2	11,842	2·3	...	...
Mahomedans	97,230	7·04	3,953	4·07	22,939	17·2
Christians	772	·05	30	3·9	134	22·4
Others	159	·01	20	12·6	36	55·5
Total ..	1,380,492	...	28,608	...	321,432	8·9

Of the total male population of Berar nearly 93 per cent. are Hindus, including low castes and aborigines, and 7 per cent. are Mahomedans. The Kunbis and Mallees or the agricultural classes amount to about 38 per cent., and the other Hindus, including the trading and artizan classes and the aborigines, are about equal to the agricultural classes. The Brahmins bear a small percentage of 2·7. Leaving out the small element of "Others," which includes Parsees, we find that in proportion to their population the Brahmins make use of the schools in greater numbers, then come Mahomedans, and then Christians. The low castes come last. Of the male children of school-going age, we have more of the Christians under instruction, and more of the Mahomedans, than of Hindus. The Christians referred to here are chiefly Native Christians attending Government schools. If the attendance in the three European and Eurasian schools be taken into account, the percentage will be still larger. The low castes number about 201,887, and the aborigines about 18,732, and both of these sections make very little use of the schools; and this may be one of the reasons for the percentage of Hindus being so small. Of the children of all the classes we have only about 9 per cent. in Government schools. It may appear strange that Mahomedans, who are described to be so very apathetic about education, should have propor-

tionately a larger number of children at school This is to a certain extent accounted for by the fact that while we have a Marathi school for every 3,408 6 of the population, including Mahomedans, we have a special Urdu school for every 1,736·2 of the Mahomedan population. The Mahomedans take advantage of both the sets of schools, and hence their percentage is larger.

Aided schools.

43. To the last year's list of private schools, aided by fixed monthly grants, two more have been added for the education of children of European and Eurasian parents at Yeotmal and Akola. There were therefore 14 such schools, instead of 12, as shown in the following statement:—

No.	Schools.	No. of pupils on 31st March 1882.			Average monthly No. on roll.	Average daily attendance.	No of pupils passed in the 1st three Primary Standards.	Sanctioned monthly grant.		
		Upper Division.	Lower Division.	Total.				Rs.	a.	p.
1	Ellichpur European and Eurasian mixed school	7	4	11	11	10	...	50	0	0
1	Akola European and Eurasian mixed school.	...	16	16	16	14·2	...	30	0	0
1	Yeotmal European and Eurasian mixed school.	6	18	24	23·3	18·5	...	65	0	0
2	Amraoti and Buldana Mission boys' schools.	5	73	78	87·5	57·3	21	40	0	0
6	Boys' schools in the Akola District.	...	117	117	114·1	86·7	31	36	3	4
3	Akola Marathi and Murtazapur Marathi and Hindustani girls' schools.	7	80	87	90	5·7	32	25	0	0
14	Total ..	25	308	333	341·9	243·7	84	246	3	4

Schools for European and Eurasian children.

It appears that there is no prospect of the Ellichpur school rising in attendance. The Deputy Inspector visited the school in August, and found that the four pupils in the 1st class read and explained well the Royal Reader No. IV., and answered in grammar, easy parsing, outline history of England, and geography of Europe and Asia; but they all failed in arithmetic. I visited the school in February, and observed that the instruction given was more bookish than thorough, and the pupils did not understand well what they said. The Deputy Commissioner observes :—" It is very difficult for the mistress to show adequate results in this school; there is such inequality in the ages and attainments of the children, that for effective teaching each child almost must be dealt with separately; this, of course, is not possible."

" The school at Yeotmal was opened on 20th January last. It is attended by 24 pupils, of whom 15 are girls and 9 boys, and is in charge of two mistresses, named Miss Elizabeth Johanes and her sister, Miss Annie Johanes. Both of them appear to have received their education at Union School, Madras, and are competent to conduct their duties. The pupils are divided into three classes, and the course of studies proposed by the head mistress, though suited to the requirements of the school, appears to me (Deputy Educational Inspector) high enough. It must be understood that most of the pupils are mere beginners, and to introduce them to the study of history and geography at so early a stage is an attempt too premature."

" In reading, the 1st and 2nd classes read a lesson from the Royal Reader No IV., and attempted to explain and define the parts of speech. The first class worked in simple division, and the 2nd in addition. This subject did not appear to be intelligently understood. The dictation of the 2nd class was fair, but the pronunciation of this, as well as of the 3rd class, was inarticulate, and they must be accustomed to explain what they read in their own words."

44. The school at Akola was opened on the 2nd of January last by the Commissioner. It commenced with an attendance of 19, but three of the pupils left the station, and on the 31st March it had 16 on its roll, 6 boys and 10 girls. I went with the Deputy Commissioner to see the school rather late, and found it closed for the summer vacation; but I heard a good account of the mistress.

45. No standards have been prepared for these schools for Berar, and hence the mistresses teach what the committees probably desire. I, however, find that the Commission appointed under the Government of India's Resolution No. 8, dated 8th October 1881, to draft a Code for regulating the conduct of European education in the Bengal Presidency, has taken under consideration the subject of preparing standards for such schools in the whole of the country, and we shall have to adopt them when sanctioned. Until then, the results of examination of these schools can only be described in general terms.

Mission schools.

46. The native Mission school at Amraoti has lost in number on roll and average attendance, and the managers have now adopted indigenous school standards, instead of the Government standards, as the former are easier. "The school requires great deal of improvement in the system and soundness of instruction, which at present are far from satisfactory." The Deputy Inspector attributes this state to the want of properly qualified masters, and to the motley combination of castes and languages of the pupils. The Deputy Commissioner writes:—"I have lately visited the Mission school, and while acknowledging that they do a useful work in teaching classes, which do not readily find a place in other schools, and in doing this, meet with some difficulty in the heterogeneous classes of boys who attend the school; yet I do not think the school deals fairly by the Government. This gets Rs. 30 a month, on the understanding that the subscriptions and other income amount to about the same. The income of the school is therefore about Rs. 60 a month; of this Rs. 30 are really spent upon schoolmasters, and the other 30 on an individual who is said to be a Bible teacher, but the school sees very little of him." This school costs much more than a Government school containing 100 pupils and teaching up to the 5th standard would cost. The other Mission school at Buldana receives a grant from Town Fund of the district. It has lost in attendance by the establishment of a rival Mission school at the place, but was well conducted by "a Dhed boy who had passed the 5th standard in the Buldana Government school."

Village boys' schools.

Argaon.	Hathroon,
Ghodegaon.	Kalam.
Sagoda,	Hatha,

47. The six boys' schools receiving fixed monthly grants are situated at the villages noted in the margin. The first is a Hindustani one, mainly supported by one Shaik Munir, Jemadar, at whose request, I gave a trained teacher for the school, under whom it "is doing very well." The five Marathi schools were not doing well, and the last of them was closed on the 1st of April last, as the term for which the people had bound themselves had expired. I have already recommended the Sagoda school to be closed, as the money expended on it is simply wasted. I fear the managers of the other schools will give them up as soon as they are free to do so. As the people could not be expected to contribute monthly for these schools for a long time, it would appear necessary to give them special assistance to continue the progress of the boys who are being taught in the schools.

Native girls' schools.

48. The aided Marathi girls' school at Akola is latterly not what it should be owing to want of sufficient energy and tact in the master. The managers propose to replace him, and it is hoped the measure will be attended with greater success The Marathi and Urdu girls' schools at Murtazapur "seem to be doing fairly." The Marathi one is better managed than the Urdu, and passed more girls under the 1st and 2nd standards, but both of them "have justified the expenditure on them." The three members of the school committee have paid their promised contributions for the support of the schools for two years.

49. As desired in para. 8 of the Government of India's letter No. 154, dated the 28th February 1882, Home Department, I give below an account of the extent

to which indigenous schools are utilized in this province:—

District.	Total No. of indigenous schools on 31st March 1881.	No. of schools visited for grants by results.	No. of pupils examined.	No. of schools which earned grants and prizes.				No. of pupils under each standard who earned grants-in-aid.					Amounts of grants earned.			
				No. of schools which earned proficiency and capitation grants including prizes.	No. of schools which earned proficiency grants and prizes and not capitation grants.	No. of schools which received prizes only.	Total.	I.	II.	III.	IV.	Total.	Proficiency.	Capitation.	Prizes.	Total.
													Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola	135	93	580	13	27	51	91	191	98	52	16	357	250 0 0	313 4 0	111 6 9	674 10 9
Buldana ..	72	45	432	24	5	16	45	160	64	25	3	252	360 2 0	222 0 0	61 15 0	644 1 0
Basim	26	38	349	6	4	11	21	34	44	15	1	94	77 3 0	119 0 0	24 12 0	220 15 0
Amraoti ...	67	42	175	16	1	5	22	83	37	2		122	169 0 0	149 8 0	44 10 0	363 2 0
Wun ...	30	14	100	3	4	4	11	34	23	4	...	61	74 15 0	22 8 0	15 1 6	112 8 6
Ellichpur ...	58	48	210	12	9	14	35	75	38	13	3	129	152 10 0	147 3 0	38 4 3	338 1 3
Total ...	388	280	1,846	74	50	101	225	577	304	111	23	1,015	1,083 14 0	973 7 0	296 1 6	2,353 6 6
Total for 1880 81...							135						650 3 0	372 4 0	205 10 9	1,228 1 9

These schools are of all sizes and of all degrees of permanency. Some of them contain not more than four or five pupils, mostly belonging to the village patel and his friends, and are taught by the patel's gumasta or general agent. While there are others which muster so many as 100 pupils, and are conducted by persons who have received some education, and had connection with the Educational Department. Most of them are, however, constantly shifting. From the Deputy Inspectors' reports it appears that the information furnished by the village officials through the Tahsildars regarding them is not much more reliable than it was before. The Deputy Inspectors tried to visit as many of these schools on their reported localities as they could, and employed the agency of their own masters to get correct information. The Akola Deputy Inspector states that the Tahsildars returned 22 schools more than his masters, and that the masters reported 40 schools more than the tahsildars. "This uncertainty will not cease until the schools acquire greater permanency, and the village officials make proper enquiries before filling in the returns. But this much is certain that according to the same source of information their number is yearly increasing, and that during the last five years it has increased from about 241 to about 419, or 73·9 per cent., while that of Government schools has remained almost stationary. There is, therefore, no ground for the supposition that the interests of Government and Private schools clash, and the educational officers are not favourably disposed towards the latter. Of the total number of 388 indigenous schools on 31st March 1881, 280 were inspected by the Deputy Inspectors, and 74 of them succeeded in obtaining proficiency and capitation grants, and 50 proficiency grants alone. One of the rules for giving grants-in-aid to these schools is, that to obtain a capitation grant the school must earn as proficiency grant at least one-third of the total grant. The pupils of these 124 schools and of 101 more received prizes in addition. The average grant received by schools earning proficiency and capitation grants is Rs. 16-9-6. From the Bengal Report for 1880-81, it appears that "the average payment made to the teacher of an aided Primary school did not exceed Rs. 8-8, while he received about Rs. 31 from the village." Our indigenous schools must be necessarily smaller than the indigenous schools of Bengal, where there are no Government schools for larger villages, but our rates of payment are evidently higher. During the year we paid Rs. 2,353-6-6 for grants-in-aid, against Rs. 1,228-1-9 of the previous year, and it is believed that this amount will rise every year. The masters of the schools not only welcome the visits of the Deputy Inspectors, but court them. The antecedents of the masters of the 95 schools visited by the Akola Deputy Inspector are thus given by him:—Five were masters of Government schools, 38 students of Government schools, 16 professional masters of indigenous schools, eight shop-keepers, five karkoons, seven cultivators, three tailors, three pandias, three money-lenders, two patels, two private servants, and three gosawi, fakir, and guran. This shows that there were many persons who had failed to maintain themselves by other means and

had undertaken the work of teaching the young mind how to shoot; and among them there were many who were disabled to do anything on account of old age, lameness, blindness, leprosy, &c. As more pupils of Government schools are now betaking themselves to the profession better results are likely to follow.

Jail schools.

50. Since the appointment of the paid teachers the studies of the prisoners are conducted more systematically, and their progress on the whole has been adequate to the time spent. In March last there were 128 prisoners under instruction in the Akola and Amraoti Jails, and the highest class in each was reading the third departmental book, the 2nd class was reading the 2nd, and the lowest class the 1st book. As regards mere reading, therefore, the prisoners were on the same footing as boys in our lower primary schools. In writing and arithmetic they could not be expected to advance much, as their studies were limited to only one hour a day, and during that hour the master had to teach three classes. If possible it should be arranged to send the classes to him in succession each for an hour. The prisoners will have the same time left to them for convict labor, but the teacher will have each class with him for a longer time, and will be able to produce greater results.

Education of the children of Europeans and Eurasians.

51. In para. 25 of their Resolution No. 8, dated the 8th October 1881, Home Department, the Government of India directed that the subject of education of the children of Europeans and Eurasians should be prominently noticed in the Annual Educational Reports, showing the total number of children of school-going age and the number under instruction. The following table shows the total of the adult and juvenile European and Eurasian population of Berar, as ascertained by the census of 1881, and the state of their education:—

District.	European and Eurasian population.			Children of school-going age (between 4 and 15.)	Europeans.			Eurasians.			Total.		
	Europeans.	Eurasians.	Total.		Learning.	Can read and write.	Cannot read and write.	Learning.	Can read and write.	Cannot read and write.	Learning.	Can read and write.	Cannot read and write.
Akola	74	165	239	24	7	...	2	3	6	6	10	6	8
Buldana	7	45	52	14	...	...	...	10	2	2	10	2	2
Basim	20	44	64	10	...	...	...	5	2	3	5	2	3
Amraoti	60	192	252	34	...	...	1	16	7	10	16	7	11
Wun	16	58	74	18	...	1	...	11	3	3	11	4	3
Ellichpur ...	37	38	75	16	6	...	...	6	1	3	12	1	3
Total ...	214	542	756	116	13	1	3	51	21	27	64	22	30

On the 17th February 1881, there were 116 European and Eurasian children of school-going age. 64 of them were learning, 22 not learning, but able to read and write, and 30 were neither learning, nor able to read and write. On that date there was only one school (at Ellichpur) for them in the province, attended by 10

pupils, and therefore the other students must have been under home instruction. Two more schools were opened in January last, and aided by Government, and the number of pupils attending all the three on 31st March last was 51.

52. There are now three districts, out of the six, *viz.*, Amraoti, Basim, and Buldana, which have no schools. The Deputy Commissioner of Amraoti states that there are in his district 35 boys and girls "who have no opportunity of learning anything at Amraoti except from home instruction," and thinks that "a small elementary school might be established under a pensioned clerk, and the school connected with a large one in a central position in the province in which children should be taught up to the sixth or seventh standard, so that they could avail themselves if they wished of the High schools in the Province." At Basim there are only eleven children, and Colonel Farrer observes: "I am not quite sure if Government will consider itself justified in establishing a school for the education of the eleven children in the head-quarter station of Basim; but if it does, a school will be regarded as a great boon by the Eurasian community, who, as I am informed, are prepared to pay any reasonable fees that may be fixed, in order to secure some means of instruction for their children." At Buldana the number of children is 23, and the Deputy Commissioner writes: "A separate school, headed either by a European or Eurasian master for those children alone, would be preferable, but the number likely to attend hardly warrants the establishment of such an institution."

53. There are very good boarding-schools in the Central Provinces and in the Bombay Presidency, and the children of well-to-do parents will not avail themselves of a central school in Berar, and the poorer parents will be unable to benefit by it unless their children are sent to it as free boarders. As regards smaller schools at each of the stations, we have yet to see how far they will succeed under the grant-in-aid system. Many were opened and many closed, and the one at Ellichpur has continued longer, because almost the whole of its cost (Rs. 50 out of 60) is paid by Government It is now attended by 11 pupils, and this number will be shortly reduced to six.

Physical education.

54. This branch grows popular every year, and the large amount subscribed for it by the people, is an unmistakable sign of its popularity. I need hardly repeat that at Akola the students of the Training College, who are the future masters of our schools, go through the out-door exercises on the play ground every day as they do with the in-door studies, and in one or two years "become new and changed men altogether. They present a lively appearance to the beholder; they leave off their sedentary habits, and, having become stout and energetic, perform their duty with zeal and perseverance." They become better fitted for the posts of teachers. The head masters of the High schools report that their pupils played regularly when the weather permitted, and the head master of the Amraoti High school adds that he asked his pupils to make excursions to the hills, villages, fields, and even to distant places, and they took up his suggestion with pleasure. He writes: "These excursions do much good to our boys. They draw them away from their books for a time, cultivate their observing faculties, awaken their interest in natural phenomena, which they understand better when they read them on the living book of nature." The reports of the Deputy Inspectors show that the number of school gymnasia has increased in all the districts, and in some of them the district teachers did not find time to stay long at each of the places and to do the work of teaching. In the Akola District alone the number has increased from 36 to 59, and the Deputy Inspector writes: "The large increase is owing to the interest shown by the committees and the people. Attendance at the gymnasia is voluntary; but as nice play-grounds have been prepared, and the apparatus set up in many of the schools, they have proved attractive. The younger masters employed in the lower ranks have come to know that the art of teaching gymnastics is a qualification, and they have accordingly been interesting themselves in this work. The gymnastic teacher has worked zealously, and during the travelling season went to almost all the schools where he was wanted; but having to go over a very large circuit, he becomes more of an inspector than a teacher. He visited 90 schools and travelled 729 miles."

VI.—Special Education.

Training College.

55. In the following statement are compared the statistics of the Training College for four years:—

Years.	Number of students at the end of the year.					Average No. of students on roll during the year.		No. of students examined and past in the 1st year's and certificate examinations.								No. of students who obtained employment.	
	Marathi side.		Hindustani side.					Marathi side.				Hindustani side.					
								Examined.		Passed.		Examined.		Passed.			
	Stipendiary.	Free.	Stipendiary.	Free.	Total.	Marathi side.	Hindustani side.	First year's course.	Second year's course.	First year's course.	Second year's course.	First year's course.	Second year's course.	First year's course.	Second year's course.	Marathi side.	Hindustani side.
1878-79 ...	25	1	14	..	40	26	12	16	10	4	4	6	4	3	2	11	2
1879-80 ...	43	1	9	...	53	29	11	13	11	10	9	7	4	...	2	12	...
1880-81 ...	59	1	10	1	71	49	10	29	11	13	6	6	3	4	2	11	2
1881-82 ...	60	6	13	...	79	61	11	35	25	24	16	6	3	5	3	25	3

It will be observed that the number of students under instruction has steadily increased during the last four years, and that the Marathi classes at the close of the year were overfull. The Principal writes that "some time ago it was difficult to fill up all the number of exhibitions as it is now on the Hindustani side; pupils would give them up in the middle, and very few indigenous Berarees would think of coming to this institution. But things are quite changed now. At present there are six free students, besides the full number of 60 exhibitioners, four in the second year's class, and two in the lower, all studying with the only desire of acquiring knowledge, and thus getting themselves introduced into the world" Several of the scholars who failed in the second and first year's courses at the annual examination, instead of leaving when they were deprived of their scholarships, continued to attend as free students with the hope of passing in the next examinations and obtaining scholarships or certificates. Should this continue to be the case in future years, the supply of teachers will be larger than what can be made with the stipendiary students. This was the first year in which the increased number of scholarships sanctioned in 1879 were all filled up, and the second year's class sat for the certificate examination. Hence the increase under all the heads. We supplied 19 certificated masters, and seven of the failed students were appointed uncertificated teachers. If the second year's class on the Hindustani side had been fuller, the supply might have been larger. On the 31st March last, the total number of trained masters in the department was 156, of whom 139 were educated in the Akola, and 17 in other Training colleges.

56. In his memo. dated the 28th March last, forwarded to the Resident, Mr. Jones observed that the demand for trained men for some years to come would be 50 or 60, calculated on the average number of vacancies to which trained men were eligible, and not a little above 25, as ascertained by the appointments of new men made every year. Mr. Jones apparently did not take into consideration the fact that many assistants below Rs. 10 per mensem were promoted to higher places when they had shown satisfactory work, and their places were filled up by locally educated or untrained men And again, although trained students can rise to places provided for men required to teach the 4th standard, or even the 5th, they do not in the beginning get places of more than Rs. 15 per mensem. For higher places, matriculates or men educated in the higher standards in the High schools are often preferred. I have proposed that a small class of pupils passed in the 9th and higher standards might be attached to the Training college for six months in the year to learn school system and method. This arrangement, if sanctioned, will not cost much, and will give us better educated men for higher places.

57. For the entrance examination of the College 108 students presented themselves, against 61 of the last year; 81 on the Marathi and 27 on the Hindustani side, and 41 were declared to have passed. Out of them 39 joined, and four more were taken from those who had passed the entrance examination of the High schools. Of the 108 students who presented themselves, so many as 80 were from the Akola, 11 from the Basim, 10 from the Buldana, 6 from the Ellichpur, and one from the Wun District, while Amraoti, the second district in the province, did not send any. There are now many schools in each district teaching the 5th standard; and if the Deputy Inspectors encouraged the pupils to take advantage of the provision for qualifying themselves for posts of teachers in their own districts, the difficulty of inducing men to go to other districts would be avoided. It is, however, pleasing to observe that the agricultural and other classes of Berar are coming forward to assert their right to places in the department against the titled race of Brahmins "Out of the 79 students who were on roll on the 31st of March last, 21 were Beraree Kunbees, and 19 Beraree Brahmins, against one of the former and 11 of the latter who are non-Berarees. The number of Beraree Mahomedans and of the other castes of the Hindus is also higher than that of the outsiders, being 9 and 10 respectively, against 4 non-Berarees of each kind."

58. To the curriculum of school subjects have now been added physical exercises, drawing, and principles of hygiene, and the time left at the disposal of the pupils and the teachers for each subject is rather too small to ensure thoroughness, especially as revision of the lower standards learnt in schools is insisted upon to enable the students to teach them with greater facility when they go out. I understand the difficulty of going through the work, and the proposals which the Principal promises to make will receive due attention when submitted.

VII.—Exhibition and Scholarships.

59. There are in all 146 general exhibitions and scholarships connecting the different classes of schools in the Province; 10 special scholarships for the encouragement to the study of the vernacular languages, and 75 for students in the Training college. Of the general scholarships, there are nine for the matriculates of the Berar High schools to be held in the Arts and Science colleges of the Bombay Presidency; 42 for students in the Anglo-Vernacular schools to be held in the middle and higher sections of the High schools; and 95 for students of the vernacular schools to be held in the Anglo-Vernacular classes of the Anglo-Vernacular schools.

University scholarships, each of Rs. 20 per mensem.

60. Under University education I have already stated that out of the nine University scholarships, eight were filled up, one of the scholars having left his studies before the expiry of the term of his scholarship.

High and Middle school exhibitions, each of Rs. 6 or 5 per mensem.

61. All the 42 exhibitions in the High schools were filled up, and it appears that only five out of the 83 students who joined the High schools from the Anglo-Vernacular schools during the year got exhibitions. The head master of the Amraoti High school writes: "Only two exhibitions could be given this year to boys coming from the mofussil, as most of the old exhibitioners by passing in the annual class examinations retained their exhibitions. The consequence of this was that some good boys who had joined the High school in the hope of getting an exhibition left it to join the Training college at Akola, where they were awarded exhibitions.

Anglo-Vernacular school exhibitions, each of Rs. 4 per mensem.

62. Out of the 95 exhibitions, 10 are reserved for Mahomedan, and 85 for Hindu students, and 89 of them were filled up, 79 by Hindus, and 10 by Mahomedans. Of the 75 exhibitions held by Hindus at the beginning of the year, 33 became vacant, 10 by promotions, 18 by forfeiture, and 5 by resignation, and 37 new appointments were made The Deputy Commissioners of Basim and Wun recommend that the number of exhibitions allotted to their districts, *viz.*, 10 and 11, should be increased to give encouragement to the pupils of those backward parts who now show eagerness to avail themselves of the boon, and the latter urges the propriety of having exhibitions for Mahomedan students, probably

on the supposition that they have none. It is true the number of these exhibitions is now growing insufficient; but it is also true that they were very little cared for a short time ago. The last year's Report shows this, and it is yet too soon to make a proper estimate of the requisition. I shall, however, submit proposals to meet the rising demand.

Vernacular scholarships, each of Rs. 10 per month.

63. For the 10 vernacular scholarships 16 candidates were examined, and 4 of them were successful, 3 from the Amraoti, and one from the Akola High school. None of the Mahomedan students were fortunate enough in getting a scholarship, though a Hindu, who has taken Urdu as his second language, came out the first in the list. The head master of the Amraoti High school thinks that the standard of examination for the scholarships is high, as also the percentage (40) of marks required, and would have the latter lowered. I think we must preserve both.

Scholarships in the Training College.

64. I have already stated under special education that out of the 75 scholarships tenable in the Training college, 73 were filled up, the two vacancies being on the Hindustani side.

VIII.—Employment of Students in the Public Service.

65. The annual examination for certificates for admission into the public service is done away with, and during the year I was not asked by any Deputy Commissioner or head of department to examine under Rule III of the Resident's Book Circular No. IX. of 1882 any candidate for a place. The Circular itself appears to have given encouragement to those who have passed under standards VI. and IX., and applications for school extracts and for certificates of having passed the High school entrance examination are numerous. The head master of the Amraoti High school alone received 30 such applications.

66. No graduate or under-graduate of Berar was appointed to any place during the year. In fact there was no opening any where for a graduate. Of students of the High, Anglo-Vernacular and Vernacular schools, so many as 70 were employed to places rising from that of a chuprasi and assistant master on Rs. 6 per mensem to that of a chief constable. The young man who was appointed to the chief constable's place belongs to the family of jagirdar of Kamergaon in the Amraoti District, and had learnt the 4th standard in the Marathi school in his village. Four students were employed as clerks in the Revenue, Public Works, and Forest Departments, and one in one of the Cotton firms. Two were employed as copyists in the Revenue Department, and one as signaller in the Railway Department, one became officiating patel, and so many as 54 were appointed masters and assistant masters in the Educational Department.

67. Besides the 54 students mentioned in the above para., and 26 students of the Training college mentioned in para 55, 20 outsiders or persons not domiciled in Berar were employed in the Educational Department during the year. Two of them were drawing masters, each on Rs 50 per mensem Thirteen were assistant masters on salaries varying from Rs. 6 to 12, and 5 were masters on salaries varying from Rs. 12 to 20.

IX.—Books.

68. The transactions of the book department show considerable advance over those of the preceding year, as will be seen from the following statement:—

Language.	Balance on 31st March 1881.				Purchased during the year 1881-82.				Sold during the year 1881-82.				Balance on 31st March 1882.			
	Copies.	Amount.			Copies.	Amount.			Copies.	Amount.			Copies.	Amount.		
		Rs.	a.	p.		Rs.	a.	p.		Rs.	a.	p.		Rs.	a.	p.
English	6,929	3,335	1	0	3,399	1,558	10	4	3,587	1,578	6	4	6,741	3,315	5	0
Marathi	76,475	8,411	13	9	22,185	5,962	13	0	50,336	8,037	6	5	48,324	6,337	4	4
Sanskrit	2,962	1,028	0	0	200	209	8	0	180	202	15	6	2,982	1,034	8	6
Persian	218	50	2	3	83	32	6	9	94	22	10	3	207	59	14	9
Urdu	7,727	1,764	10	10	3,066	285	1	0	4,059	557	3	3	6,734	1,492	8	7
Total ...	94,311	14,589	11	10	28,933	8,048	7	1	58,256	10,398	9	9	64,988	12,239	9	2

There were two new branch book depôts opened during the year, which raised their number to 24, and they were all well supplied with the necessary stock of books. The books purchased were for re-sale, prizes, and school libraries. The number sold was much larger than the number purchased, and the profit accrued, after deducting the commission paid to branch depôt keepers, amounted to Rs. 1,349-5-9, against which must be set Rs. 2,876-13-5, the cost of the Depôt Establishment. The net expenditure on Book Department therefore amounted to Rs. 1,527-7-8. This is still high, but it will decrease as the sales increase.

69. The money account of the Book Department is shown below:—

Receipts.

	Rs.	a.	p.	Rs.	a.	p.
Stock on 31st March 1881	14,589	11	10			
Cash in hand	16	7	4			
				14,606	3	2
Stock received during the year ...	8,048	7	1			
Sale of broken boxes	17	7	0			
Subscription to Berar School Paper and sale of Sanitary Primer ...	4	14	0			
				8,070	12	1
				22,676	15	3

Disbursements.

	Rs.	a.	p.	Rs.	a.	p.
Payments into Treasury:—						
Sale of broken boxes	17	7	0			
Subscription to Berar School Paper and sale of Sanitary Primer ...	4	14	0			
Sale proceeds of books	10,105	14	9			
Commission	308	14	9			
Stock on hand on 31st March 1882 ...	12,239	9	2			
Cash in hand at the branch Book Depôts at Khamgaon and Amraoti ...	0	3	7			
				22,676	15	3

Text Book Committee.

70. As desired in para. 5 of the Government of India's Resolution No. 1-313, dated the 10th January 1881, a text-book committee was appointed for the Province in August, consisting of the following members:—

Major R. Bullock, Deputy Commissioner, Amraoti, President.

Mr. Vishnu Moreshwar Mahajani, Head Master, Amraoti High School ... ... Secretary.
„ A. J. Dunlop, Assistant Commissioner .. ... Member.
„ Purshotam Narayan Bhat, Extra Assistant Commissioner do.
„ Wamun Narayan Bapat, Tahsildar ... ... do.
„ Amjad Ali, Khatib of Ellichpur ... ... do.
„ Shriram Bhikaji Jatar, Educational Inspector ... do.
„ Nur Khan, Hindustani Deputy Educational Inspector do.
„ G. C. Aitken, Head Master, Akola High school ... do.

71. I give the following extracts from the Secretary's report showing the work done by the committee since its formation:—

"During the year under report we have procured lists of books approved by most of the text-book committees in India, but we have not yet obtained copies of the text books. These we must procure before we decide what books should be introduced into Berar schools.

"So far as revision of books is concerned, I revised only two books—the first and the third Berari books used in our schools—pointed out the inaccuracies that had crept into them, and added some interesting lessons, as you wanted to increase the size of the book. Some of the lessons on revenue matters in the third book I got revised by Mr. Wasudeo Rao Pisolkar, Clerk of the Court at Ellichpur, as it was represented that they contained many inaccuracies.

"Another book used in Berar schools has been sent to me by you to be submitted to the committee. This is the text-book on the geography of Berar in Marathi, prepared for the department. As it is represented that the book contained a few inaccuracies, I have asked the Deputy Educational Inspectors to make local enquiries."

"A new book on ujalni in Hindustani, prepared by Mr. Mahomed Hussain for use in Hindustani schools, has been submitted to those members of the committee who know Urdu. Mr. Mahomed Hussain has introduced fractional multiplication tables into the book as in the Marathi text-book on the subject".

The two Marathi Readers already revised by the committee are in the press. Besides the two books now before the committee, two Urdu Primers have been prepared by the Hindustani Deputy Inspector on the model of the Marathi Primers. They will be submitted for the opinion of the committee. A short history of Berar in Urdu was compiled by the Hindustani Deputy Inspector with the assistance of a larger book prepared by Mr. Amjad Ali and other English works, and has been printed at the expense of the Khatib, the department promising to take copies of it for its schools.

72. The schools in Berar are not many, and as we can have Marathi and Urdu school books prepared in other provinces at a very small cost, it is neither necessary nor desirable to publish books of our own, except such as are designed to give more of local knowledge. In our Marathi schools we use the books published or sold by the Bombay Educational Department, and in the Urdu schools we use books published in the North-West Provinces, and our departmental books are as yet only seven.

X.—Miscellaneous.

School-houses.

73. The following statement shows the number of school-houses completed during the year, and those under construction at the end of it, with expenditure incurred on them:—

Districts.	School-houses completed.	School-houses under construction.	Expenditure. General Revenues.	Educational Cess.	Fees.	Total.
			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola ...	10	1	815 11 0	5,267 0 7	431 13 0	6,514 8 7
Buldana ...	2	6	...	3,591 13 1	...	3,591 13 1
Basim ...	3	2	6,124 0 0	1,551 15 2	...	7,675 15 2
Amraoti ...	1	5	...	5,265 9 5	...	5,265 9 5
Wun ...	3	2	...	1,100 12 2	...	1,100 12 2
Ellichpur ...	2	5	...	5,437 11 10	...	5,437 11 10
Total ...	21	21	6,939 11 0	22,214 14 3	431 13 0	29,586 6 3

During the last four years 76 school-houses were constructed; and if we proceed even at this rapid rate, we shall not come to the end of the work within ten years more. I know the want is real, and the Akola Deputy Commissioner has stopped admission into some of the schools for want of accommodation; but I think we are making the buildings much more expensive than they should be. When the dhaba plans were introduced, I thought we should be able to provide accommodation at the rate of about 10 or 12 rupees per head; but it now costs twice as much, and takes up a large portion of the money which should go for instruction, so much desired by the people. As stated in my last report I circulated to the Deputy Commissioners the Central Provinces plan of a school-house for 75 boys, the buildings according to which cost about Rs. 8-8-0 per head, and the opinions of four of them which I have yet received differ considerably. The Deputy Commissioners of Amraoti and Wun approve of the plan, and the Deputy Commissioners of Akola and Ellichpur send the opinions of the Local Fund Engineers, who state that the design will not answer in Berar, where the funds must be taken deeper, sawn teak timber used instead of goles, and the building made more substantial as the one designed appears to be "too light to stand a storm with such an area of honey-comb work." The idea of becoming more economical must therefore be given up, unless we take the co-operation

of school committees, who can easily understand the dhaba plan, and if properly instructed in the beginning, and occasionally superintended afterwards, can build according to it. They have done this work under the instructions of Tahsildars at a much smaller cost, and I believe they can do it without official aid.

74. Among the buildings completed is one for the Basim Anglo-Vernacular school, re-constructed by the Public Works Department at a cost of Rs. 6,124. The additions I had proposed for securing increased accommodation were not made at the time of doing the main work; but the Executive Engineer, South Berar Division, is, I learn, preparing a supplementary estimate for them.

75. The building of the Amraoti High school cannot accommodate the number of pupils now attending it, and the Executive Engineer, East Berar Division, has been requested to prepare an estimate for the additions which are necessarily and urgently required. I hope it will be possible to execute them during the current year. Similarly the Anglo-Vernacular school at Amraoti, "the largest school in the Province, is very insufficiently accommodated in a rented building." The Deputy Commissioner has opened a subscription list, and he hopes that in a short time he will be able to make some proposals for building a new house.

School repairs.

76. The school repairs cost Rs. 8,363, as will be seen from the following statement, and it may appear strange that with an increase in the number of new school-houses, there is an increase in the amount of repairs to them every year :—

Districts.	Expenditure.											
	General Revenues			Educational Cess.			Municipal Fund.			Fees.			Total.		
	Rs.	a	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Akola	531	1	7	1,649	13	6	...			110	13	6	2,291	12	7
Buldana	223	2	0	875	1	0	...			10	4	6	1,108	7	6
Basim	..			1,319	8	0	...			...			1,319	8	0
Amraoti	337	3	0	1,135	15	2	...			267	7	0	1,740	9	2
Wun	106	0	0	567	0	0	...			9	6	0	682	6	0
Ellichpur	175	14	8	1,008	7	8	13	0	0	22	8	3	1,219	14	7
Total ..	1,373	5	3	6,555	13	4	13	0	0	420	7	3	8,362	9	10

The expenditure from general revenues was on buildings for Anglo-Vernacular schools only.

77. The repairs in the Akola District are done by school committees, and the Deputy Inspector informs me that they are done economically and satisfactorily.

For the current year, the Wun Deputy Commissioner wishes to employ the same agency, and I hope it will be practicable to make use of it everywhere, and in many cases under the self-government system.

School furniture.

78. The following statement shows the amount spent on school furniture during the year. It is in excess of the last year's amount by Rs. 1,108-11-3 :—

Districts.	Education Cess.			Town Fund.			Fees.			Total.		
	Rs.	a	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Akola	999	11	0	...			600	10	6	1,600	5	6
Buldana...	465	14	4	...			177	0	7	642	14	11
Basim	200	0	0	...			193	10	6	393	10	6
Amraoti...	1,012	4	9	...			364	4	9	1,376	9	6
Wun	184	14	0	71	10	10	211	14	0	468	6	10
Ellichpur	596	14	8	...			342	4	10	939	3	6
Total ...	3,459	10	9	71	10	10	1,889	13	2	5,421	2	9

School Committees.

79. It is very gratifying to observe that many of the school committees have taken active interest in their schools The lists were recently revised in several of the districts, and most of the sleeping members were expunged. The activity of the new members is seen in the increased number of visits paid to the schools, *viz.*, 463 against 316 in the preceding year, as shown below:—

Districts.	1880 81.	1881-82.
Akola ...	... 80	... 85
Buldana ...	... 28	... 67
Basim ...	... 25	... 43
Amraoti ...	.. 92	... 142
Wun ...	... 41	... 65
Ellichpur ...	... 50	... 61
Total ...	316	.. 463

The increase is general, but comparatively much greater in the Amraoti and Buldana Districts than in the others. All the Deputy Inspectors now speak in favour of these local bodies, and although some of them may be ignorant of their work, and careless about its performance, or through interested motives, opposed to the well-being of their schools and endeavours of the masters, they may be taken as exceptions. Even in the remote parts of Wun and Basim these committees have rendered as cordial, effective, and intelligent assistance, as in the more central parts of advanced education and liberal views.

80. Major FitzGerald writes that "on the 1st of April 1882 village committees were started in 20 of the principal towns and villages. These men are generally the members of school committees, but with increased powers, the interest they will take will yearly increase in proportion to the amount of money available for expenditure by them." I hope the school committees will be the same as village committees formed for the administration of local funds, and they will be authorized to administer and add to the educational funds. All the expenditure on school-houses, school repairs, and school furniture; and the entire control over school fees, can, I think, be left to them.

Boarding Establishments attached to High schools.

81. The two institutions for Hindus, and the third one for Mahomedans, continue in a flourishing state, as will be seen from the subjoined statement:—

Locality.	No. of boarders on 31st March		Average monthly number of boarders during 1881-82.	Average monthly cost per boarder.	
	1881.	1882.		1881-82.	1880-81.
				Rs. a. p.	Rs. a. p.
Akola	79	77	65	4 3 5	4 6 6
Amraoti ... Hindu	69	64	65·2	4 4 7	4 15 0
Amraoti ... Mahomedan ..	7	10	(Not given)	4 0 0	...
Total .	155	151	130·2		

The increase in the number on roll at the end of the year is not great, but it may be observed that while the average monthly number on the rolls during 1880-81 was only 116, it was so high as 130 during 1881-82. The average monthly cost has, in the case of Hindu students, decreased from Rs. 4-10-9 to Rs. 4-4-0. The Mahomedan students maintain themselves on a cheaper scale. The boarders at Akola have kept a clerk to assist them in the management of the institution, but those at Amraoti themselves look after their affairs, and the economic principles adopted by the little republic are such that it not only squares its accounts, but leaves a margin for future contingencies.

82. The sympathy, self-confidence, and fusing of mutual interests engendered by such groupings of students of different castes and positions, are not confined within the walls of the institutions, but extended to public good, as exemplified in the case of the fire noticed by the Amraoti head master. "It was very interesting to see the boarders, little boys, and grown-up boys, all assisting with their might to suppress the fire, while the immediate neighbours of the unfortunate owner of the cottage stood idle spectators of the scene."

83. All the aid which Government lends to these institutions is free lodging in old Government buildings, which are small, and with all additions and improvements cannot afford sufficient accommodation for the increasing number of boarders. The Executive Engineer, East Berar Division, has been requested to prepare an estimate for enlarging the Amraoti boarding-house to the required dimensions.

School libraries.

84. During the year many educational works and books of reference, including Hunter's Gazetteer of India, were added to the libraries of the two High schools and the Training college. The High school students make use of the books in the library, and so many as 91 books were issued to the students of the Amraoti High school. In Anglo-Vernacular and Vernacular schools also the libraries "are well made use of by teachers and their pupils," when they contain useful and readable books. But the old libraries in these schools are worthless, and the books being all old, and of no practical use, are locked up in boxes never to be opened. I have sent to the Deputy Inspectors a list of such books as will be useful to the teachers in increasing their knowledge of the subjects to be taught in the classes, in getting their difficulties solved, and in improving their modes of teaching, and they will be soon supplied from the fees of the schools. The list also includes some books useful and interesting to the pupils and to the general reader. I shall be glad to see the use of these libraries extended, as suggested by Major Mackenzie in the following extract from his report:—

"I would suggest that under certain necessary restrictions these libraries in village, schools be opened to the village public. At first probably they would be little availed of and for possibly some long time may not therefore be of much or any benefit, but observation of vernacular literature (always trashy, if not impure, exposed for sale at weekly markets and fairs seems to show that private reading is not entirely neglected. Wherefore I would give this reading public the chance at least of usefully interesting itself."

Literature.

85. In literary productions the year was altogether barren, no book having been received for registration, except two numbers of the monthly magazine called Nyayasar. The Berar School Paper has been published by the department as before.

Literary institutions.

86. Of the 15 libraries reported last year, those at Khamgaon, Murtazapur, Pusad, and Kelapur were closed, one at Ballapur was re-opened, and another at Chikhli newly established. The following particulars are given by the Deputy Inspectors regarding the 13 institutions:—

Districts	Locality.	Average No. of subscribers during the year.	Rates of subscription.	Average monthly income. Subscription.			Average monthly income. Other sources.			No. of books in the library.	No. of books issued to subscribers during the year.	No. of newspapers. Vernacular and Anglo-vernacular.	No. of newspapers. English.
				Rs	a.	p.	Rs.	a.	p.				
Akola.	Akola ...	42	R. 1, As. 8, & 4...	18	4	0	10	0	0	130	44	8	3
	Akot ...	25	Do.	10	5	0		...		310	48	3	1
	Jalgaon ...	30	Do.	11	6	0		...		76	10	4	2
	Ballapur ...	30	Do.	15	0	0		...		..	...	8	1
Buldana.	Malkapur ...	28	Rs. 2, R. 1, As. 8 and 4.	15	0	0		...		175	13	7	3
	Buldana ...	22	R. 1, As. 8 and 4	15	0	0		...		...	..	8	2
	Chikhli ...	12	R. 1, As. 8 and 2	6	0	0		...		25	25	8	3
	Mehkar ...	43	R. 1, As. 8, 4 & 2.	8	8	0		...		200	248	13	3
Basim.	Basim ...	15	Rs. 2, R. 1, As. 8.	8	8	0	10	0	0	548	80	5	2
Amraoti.	Amraoti ...	69	Rs. 2, R. 1, As. 8 and 4.	25	0	6	31	9	1	629	419	15	8
Wun	Wun ...	20	R. 1, As. 12, 4 & 2.	10	3	0		...		61	124	5	1
	Yeotmal ...	18	Rs. 2, R. 1, As. 8 and 4.	6	0	0	10	0	0	106	10	9	4
Ellichpur.	Ellichpur Cantonment.	40	Rs. 2, Rs. 1, As. 8 and 4.	25	8	0	5	0	0	715	185	23	4

The libraries at Amraoti and Ellichpur Cantonment derive the largest income from subscriptions, and the first of them is largely aided by the municipality They possess a large collection of books, which, however, appear to be more used by the members at Amraoti than at Ellichpur. The Ellichpur library is now located in the new building of the town hall, which is in itself an attraction. Measures are in progress for constructing a new house for the Amraoti library also. The stock of books in the Akola library is small, and it is very seldom attended for the sake of newspapers, which many of the members read elsewhere, and a few of them take home. The income of the Basim library is small, and were it not for the aid derived from the municipal fund, this as well as the library at Akola would scarcely stand. The libraries at Buldana and Balapur are rooms for newspaper reading, there being no books in them.

Library associations

87. Connected with the library at Amraoti is the institution of *Vaktrutwotijaka Sabha*, which appears to be rising in importance every year. Two themes for oral delivery were proposed this year; (1) "What means should be adopted in order to make the people depend more upon themselves and upon independent professions than upon Government and Government service;" and (2) "Exposition of municipal institution." 14 persons spoke and four received rewards. "About Rs. 355 were subscribed by the public on account of the last year's meetings of the *Vaktrutwotijaka Sabha*, out of which sum Rs. 133 were spent to meet the expenses, the balance of Rs. 222 being carried to the credit of the library. The meetings of the last year were more successful than the previous ones, many people having come from Nagpur and the other districts."

Conclusion

88. I forward herewith the reports of the Educational Inspector, Masters of the two High schools, Principal of the Training college, and Deputy Educational Inspectors, the last submitted by the Deputy Commissioners The reports of the Educational officers will be found to be full and interesting, and the remarks of the Deputy Commissioners valuable and suggestive. They show how the progress of education is very carefully watched and encouraged by all who are concerned in it. I thank the Deputy Commissioners for their co-operation, and beg to mention in the margin the names of their assistants and others who have rendered special assistance in the operations of the year.

Mr. Edulji Rymanji, Assistant Commissioner
" Purshotam Narayen Bhat, Extra Assistant Commissioner
" Shapurji Virji, Tahsildar, Akola
" Ganesh Bapuji, " Balapur
" Purashram Ganesh, " Mehkar.
" Deorao Jaikrishna, " Akot
" Balkrishna Kashinath, Police Inspector, Darvapur.

89 I have already stated in general terms how much interest the school committees have taken in their schools. The members who gave substantial assistance are numerous, and I cannot do justice to them all in this paragraph. The Deputy Inspector of Akola alone mentions 23 names. I name in the margin a few of them who deserve special mention for their continued zeal and liberality in the cause of education.

Akola ...	Gabu Sing, Jemadar, President of the School Committee and Special Magistrate, Akot Kishan Sing, Rajput of Ghusar
Buldana ..	Ganpatrao, Deshmukh of Dhotra Deorao Bajirao, of Mehkar
Amraoti ...	Vishvanath Atmaram, of Murtazapur Govind Ram Pethe, of Morsi
Wun .	Nago Krishna, of Zadgaon Dattoba, Deshmukh of Mankwada.
Ellichpur .	Atmaram Sadashiv, of Savlyapur Daryaji *wald* Arsulji, of Sirasgaon Band

90. I have much pleasure in recording my sense of obligations to Mr. Shriram Bhikaji Jatar, the Educational Inspector, Mr. Vishnu Moreshwar Mahajani, Head Master of the Amraoti High school and Secretary to the Text Book Committee, and Mr Nilkant Narayan Bhat, Principal of the Training college and Editor of the Berar School Paper, and in expressing my satisfaction at the work of all the Deputy Inspectors, which has been so well appreciated and favourably reported upon.

91. I am glad to state that our school masters, the real workers in the Department, have on the whole done much to popularize education, and by their unremitting industry and zeal engaged the sympathies ,and secured the support of the committees and the people. I mention in the margin the names of those whose labours have produced the most satisfactory results.

Mr. Hari Moreshwar Shende, Head Master, Anglo Vernacular school, Malkapur
Mr. Keshav Brahmagiri Pahkar, Head Master, Anglo-Vernacular school, Ellichpur Cantonment
Mr. Sadashiv Govind Damb, Head Master, Anglo-Vernacular school, Akot.
Mr. Lakshman Krishna Chiplunkar, Head Master, Anglo-Vernacular school, Akola.
Mr. Purshotam Ganesh Kelkar, Head Master, Anglo-Vernacular school, Basim
Mr Shitaram Waman Bagaitkar, Head Master, Vernacular school, Pathurda.
Mr Ahmed Khan, Head Master, Vernacular school, Akot.
Mr Bhikaji Lakshman, Head Master, Vernacular school, Nair.
Mr. Shankar Lakshman, Head Master, Vernacular school, Loni, Morsi Taluk.
Mr Ghanasham Shankar, Master, Girls' school, Ellichpur.
Mr Baburao Mahadeo, Master, Girls' school, Deulgaon Raja

I have the honour to be,
Sir,
Your most obedient Servant,

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

APPENDICES.

EDUCATION.

GENERAL FORM No. I.—*Return of Colleges, Schools, and Scholars, for the official year* 1881-82.

Area and population of the Province.					Colleges, schools, and scholars.		Secondary education.		Primary education.	Special or technical education.	Percentage of schools and scholars to population.			Remarks.
No. of districts.	No. of division.	Total area.	Cultivated area.	Total population.			High schools.	Middle schools.	Primary schools.	Normal schools.	High schools.	Middle schools.	Primary schools.	
1	2	3	4	5	6		7	8	9	10	11	12	13	14
					Institutions..	For Males ...	2	5	876	1	·00007	·0001	·03	
						For Females..	...	...	12	...	...	..	·0004	
6	1	17,711	*11,346	2,672,673		Total ...	2	5	888	1	·00007	·0001	·03	* As entered in the Resident's Administration Report of the Hyderabad Assigned Districts for the year 1880-81.
					Scholars ...	Males ...	61	242	†35,040	79	·002	·009	1·3	† Includes 1 male scholar attending a female school.
						Females ...	...	...	‡469	...	...	...	·01	‡ Includes 102 female scholars attending schools for males.
						Total ...	61	242	35,509	79	·002	·009	1·3	

EDUCATION.

General Form No. II.—*Return of Colleges, Schools, and Scholars, for the official year* 1881-82.

Class of Institutions	Government Institutions.							Aided Institutions.							Unaided Institutions under regular inspection.							Grand total of Institutions.	Grand total of scholars on 31st March.	Grand total of scholars on 31st March learning			Classification according to race or creed on 31st March.				
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March learning: English.	A classical language.	A vernacular language.	Number of Institutions.	Number of scholar on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	No. of scholars on 31st March learning: English.	A classical language.	A vernacular language.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	No. of scholars on 31st March learning: English.	A classical language.	A vernacular language.			English.	A classical language.	A vernacular language.	European and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
High and Middle Schools.																															
Secondary education. For boys. *High Schools.* English ...	2	61	50·3	41·5	61	59	60	...	...	..	...	...	..	...	...	...	...	...	...	.	...	2	61	61	59	60	1	...	59	1	...
Secondary education. For boys. *Middle schools.* English ..	5	242	203	172·9	242	217	242	...	...	...	...	..	...	...	...	...	...	...	...	.	...	5	242	242	217	242	..	3	231	7	1
Primary education. For boys. English ...	2	30	22	19	30	30	30	3	a 51	50	42	46	5	...	...	...	...	...	...	...	...	5	81	76	35	30	50	1	3	27	...
Primary education. For boys. Vernacular ..	459	(b) 28,275	26,991	19,731	700	...	28,275	205	c 4,113	4,05	3,425	...	22	4,091	207	(d) 2,672	2,544	2,117	.	35	2,637	871	35,060	700	57	35,003	...	39	30,527	4,474	20
Primary education. For girls. Vernacular.	6	269	264	180	...	...	269	4	e 99	102	68	...	..	99	...	...	...	...	.	.	...	12	365	...	...	365	14	272	82	...
Schools for special or technical training																															
Normal schools for masters...	1	79	72	63	...	13	79	..	...	...	...	...	...	...	...	...	...		...	...	...	1	79	...	13	79	...	.	66	13	.
Total ..	477	28,956	27,607·3	20,207·4	1,033	319	28,955	212	4,263	4,210	3,535	46	27	4,190	207	2,672	2,544	2,117	...	35	2,637	896	35,891	1,079	381	35,782	51	57	31,158	4,604	— 21

(a).—Includes 32 girls.
(b).—Includes 53 girls.
(c).—Includes 6 girls.
(d).—Includes 11 girls.
(e).—Includes 1 boy.

EDUCATION.

GENERAL FORM No. III.—*Return of Expenditure on Educational Establishments, Hyderabad Assigned Districts, for the official year* 1881-82.

Class of Institutions.	Expenditure																		Average annual cost of educating each pupil.				Remarks.
	Government Institutions							Aided Institutions.											Government Institutions.		Aided Institutions.		
	Provincial revenues.	Educational cess.	Town Fund	Municipal Fund.	Subscriptions.	Fees.	Total	Provincial revenues.	Educational cess.	Town Fund	Municipal Fund.	Fees	Other sources.	Total.	Total Government expenditure	Total expenditure from other sources.	Grand Total of expenditure.	Percentage of expenditure.	Total cost.	Cost to Government	Total cost.	Cost to Government.	
1	2-a	2-b	2 c	2 d	2 e	2-f	2	3 a	3 b	3 c	3 d	3-e	3-f	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs	Rs a p	Rs. a p	Rs. a p	Rs. a. p	
High and Middle schools.																							
Secondary education. For boys, English...	23,383	...	...	...	...	645	24,028	...	...	...	...	...	...	..	23,383	645	24,028	6·8	93 2 1	90 10 1	...	...	
Primary schools.																							
Primary education. For boys. English ...	1,923	...	.	...	..	70	1,993	940	...	...	..	218	440	1,598	2,863	728	3,591	1·01	90 9 5	87 6 7	31 15 4	18 12 10	
For boys. Vernacular..	1,21,687	53,078	144	598	..	13,650	1,89,157	3,088	...	120	120	12,516	704	16,548	1,24,775	80,930	2,05,705	58·2	7 0 1	4 8 2	4 1 3	0 12 2	
For girls Vernacular	1,433	...	863	496	...	...	2,792	312		.	150	..	270	732	1,745	1,779	3,524	1	10 9 2	5 6 9	7 2 10	3 0 11	
Schools for special or technical training.																							
Normal school for Masters	3,845	...	...	...	...	...	3,845	...	...	..	...	...		.	3,845	...	3,845	1·09	53 6 5	53 6 5	...	...	
Direction	18,421	...	...	...	...	...	18,421	...	..	..	...	...	...	...	18,421	.	18,421	5·2	...		...		
Inspection	28,802	449	...	...	.	...	29,251	...	..	...	.	...	...	...	28,802	449	29,251	8·3	...	...		...	
Scholarships. Colleges.	1,900	...	..	...		...	1,900	.	...	...	...	...		..	1,900	...	1,900	·5	...	...	...	.	
Scholarships. Schools..	11,106	...	...	...	.	...	11,106	..	...	.	...		...	...	11,106	...	11,106	3 1		...	. .	...	
Buildings . ..	6,940	22,215	...	...	...	...	29,155	...	...	...	.	.	...	...	6,940	22,215	29,155	8 3	...	...	...	...	
Miscellaneous... ...	(a) 12,162	(b) 10,541	72	13	...	...	22,788	...	...	...	...			.	12,162	10,626	22,788	6 5		...	...	...	
Total ...	2,31,602	86,283	1,079	1,107	...	14,365	3,34,436	4,340	.	120	270	12,734	1,414	18,878	2,35,942	1,17,372	3,53,314	...	.	...	...	...	

(a)—Book Depot	Rs
School Repairs	10,435
Printing charges	1,373
	354
Total	12,162

(b)—School Repairs	R
School furnitures	6,556
Clerk in Deputy Commissioner's Office	3,460
	525
Total	10,541

EDUCATION.

GENERAL FORM No. IV.—*Return showing the result of prescribed examinations during the official year* 1881-82.

Nature of examination.		No. of institutions sending examinees.			No. of examinees.				Number passed.				Percentage of passed scholars on total No. on rolls at the beginning of the year		Remarks.
		Government institutions	Other institutions.	Total.	Government institutions	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15
Schools.															
Matriculation	Boys ...	2	...	2	8	...	...	8	4	...	...	4	7·3	...	
Middle School examination...	Boys ..	2	...	2	36	...	...	36	23	...	...	23	11·7	...	
Upper Primary school examination	Boys ..	24	...	...	164	...	...	164	109	...	...	109	5·4	...	
Lower Primary School examination:	Boys ...	394	66	460	2,921	248	...	3,169	1,404	83	...	1,487	6·2	1·5	
	Girls ...	4	1	5	15	6	...	21	11	4	...	15	4·3	3·8	

EDUCATION.

SUBSIDIARY FORM No. II.—*Statistical Return of High and Middle schools (English and Vernacular) for boys for the official year* 1881-82.

Districts.	Name or Class of Institution.	No. of Institutions.	No. of scholars on the rolls on 31st March. In High schools.	In Middle schools.	Total.	Average No. on the roll during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March. Europeans & Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	No. of scholars on 31st March learning English.	Vernacular.	Persian.	Sanskrit.	Latin.	Expenditure. Grant from Provincial Revenues.	Fees.	Total.	Annual cost of educating each scholar. Total cost.	Cost to Government.	No. passed. Matriculation or equal examination.	Middle school examination.	Remarks.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	8a	8b	8c	8d	8e	9a	9b	9	10	11	12	13	14
																		Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
	English schools, Government.																								
Akola ...	Akola High school ...	2	26	99	125	98·1	77	1	...	122	2	...	125	124	2	120	1	10,931	266	11,197	114 4 1	111 8 8	1	9	
Buldana ..	Malkapur Anglo-Vernacular ...	1	...	14	14	12	9	...	...	14	...	...	14	14	...	...	...	1,555	3	1,558	129 13 4	129 9 4	...	...	
Basim ..	Basim Anglo-Vernacular	1	..	10	10	10	8	...	...	10	...	...	10	10	..	...	...	1,207	2	1,209	120 14 5	120 11 3	...	...	
Amraoti ...	Amraoti High school...	2	35	110	145	128·7	112	...	2	136	6	1	145	145	8	137	...	8,185	369	8,554	66 13 3	63 15 1	3	14	
Ellichpur...	Ellichpur Cantonment Anglo-Vernacular ...	1	...	9	9	9·5	8 4	1	1	8	...	...	9	9	...	8	...	1,503	3	1,506	167 5 4	167 0 0	...	...	
	Total ...	7	61	242	303	258·3	214·4	1	3	290	8	1	303	302	10	265	1	23,383	645	24,028	93 2 1	90 10 1	4	23	

SUBSIDIARY FORM No. IV.—*Statistical Return of Primary schools*

Districts.	Name or Class of Institution.	No. of Institutions.	No. of scholars on the rolls on 31st March. In Upper Division.	In Lower Division.	Total.	Average No on rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans	Others.
1	2	3	4-a.	4-b.	4	5	6	7-a	7-b	7-c.	7-d	7-e
	English Schools.											
Akola.	Government	1	15	...	15	10	9	...	...	2	13	..
	Aided	1	...	16	*a* 16	16	14	16	...	...	...	...
	Total ...	2	15	16	31	26	23	16	...	2	13	..
Amraoti ...	Government	1	15	...	15	12	10	..	.	1	14	...
Wun .	Aided	1	6	18	*b* 24	23	18	23	1	...	...	...
Ellichpur...	Aided	1	7	4	*c* 11	11	10	11		...	...	...
	Total Govt. schools ..	2	30	...	30	22	19	..	...	3	27	...
	Total Aided schools .	3	13	38	51	50	42	50	1	..	...	...
	Grand Total English Schools ...	5	43	38	81	72	61	50	1	3	27	...
	Vernacular Schools.											
Akola ...	Government	108	1,313	6,237	*d* 7,550	7,352	5,311	...	5	6,570	963	12
	Aided	83	79	1,405	1,484	1,481	1,182	...	...	1,346	138	..
	Unaided	46	...	527	527	527	461	...	.	407	120	.
	Total	237	1,392	8,169	9,561	9,360	6.954	..	5	8,323	1,221	12
Buldana	Government . ..	78	558	4,060	*e* 4,618	4,278	3,202	..	5	3,790	820	3
	Aided ...	40	...	786	*f* 786	786	657	...	5	754	27	..
	Unaided ...	42	...	478	478	478	433	..	...	453	25	...
	Total ...	160	558	5,324	5,882	5,542	4,292	...	10	4,997	872	3
Basim ..	Government	57	294	2,400	*g* 2,694	2,514	1,794	...	...	2,332	362	...
	Aided	17	...	306	306	299	250	..	...	263	43	...
	Unaided	19	...	195	*h* 195	245	193	...	.	185	10	...
	Total ...	93	294	2,901	3,195	3,058	2,237	...	...	2,780	415	...
Amraoti.	Government . ..	95	777	6,028	*i* 6,805	6,459	4,789	...	12	5,963	826	4
	Aided	23	15	615	630	599	605		8	622	...	...
	Unaided	44	8	737	745	779	595	...	...	652	93	...
	Total ..	162	800	7,380	8,180	7,837	5,989	...	20	7,237	919	4
Wun ...	Government	48	215	2,279	*j* 2,494	2,326	1,701	...	...	2,153	341	...
	Aided	11	..	221	221	217	164	...		204	16	1
	Unaided	24	...	194	194	...	...	...	...	194	...	...
	Total ...	83	215	2,694	2,909	2,543	1,865	...	...	2,551	357	1
Ellichpur	Government .	73	514	3,600	*k* 4,114	4,062	2,934	. .	4	3,504	606	...
	Aided ...	31	9	677	686	676	567	...	...	647	39	..
	Unaided	32	...	533	533	515	435	...		488	45	...
	Total ..	136	523	4,810	5,333	5,253	3,936	...	4	4,639	690	...
	Total Government schools.	459	3,671	24,604	28,275	26,901	19,731	...	26	24,312	3,918	19
	Total Aided schools ...	205	103	4,010	4,113	4,058	3,425	..	13	3,836	263	1
	Total Unaided schools ...	207	8	2,664	2,672	2,544	2,117	...		2,379	293	...
	Grand Total Vernacular Schools	871	3,782	31,278	35,060	33,593	25,273	...	39	30,527	4,474	20
	Grand Total English and Vernacular Schools ..	876	3,825	31,316	35,141	33,665	25,334	50	40	30,530	4,501	20

a Includes 10 girls. *b* Includes 15 girls *c* Includes 7 girls *d* Includes 10 girls. *e* Includes 12 girls. *f* Includes 6 girls

CATION.

(English and Vernacular) for Boys for the official year 1881-82.

No of scholars on 31st March learning				Expenditure.							Annual cost of educating each scholar.		No. passed		
English.	Vernacular.	Persian.	Latin.	Grants from Provincial Revenues.	Educational Cess.	Town Fund	Municipal Fund	Fees.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary school examination.	Lower Primary school examination.	Remarks.
8-a.	8-b.	8-c	8-d	9-a.	9-b.	9-c.	9-d.	9-e.	9-f.	9	10	11	12	13	14
				Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
15	15	15	..	535	...	...	...	32	...	567	56 11 2	53 8 0	1	...	
16	...	...	...	60	...	...	...	93	313	466	29 2 0	3 12 0	...	...	
31	15	15	..	595	...	...	...	125	313	1,033	39 11 8	22 14 2	1	...	
15	15	15	..	1,388	...	...	...	38	..	1,426	118 13 4	115 10 8	2	...	
19	...	...	5	280	...	...	...	...	127	407	17 11 2	12 2 7	...	...	
11	..	.	..	600	...	...	...	125	..	725	65 14 7	54 8 9	...	...	
30	30	30	..	1,923	...	...	...	70	...	1,993	90 9 5	87 6 7	3	...	
46	...		5	940	...	...	...	218	440	1,598	31 15 4	18 12 10	..	...	
76	30	30	5	2,863	...	...	...	288	440	3,591	49 14 0	39 12 3	3	...	
252	7,550	.	.	35,496	16,130	144	..	4,440	..	56,210	7 10 4	4 13 3	48	439	
...	1,484	...	.	1,085	...	...	120	4,485	311	6,001	4 2 0	0 11 8	...	29	
...	527	.	...	...	...	...	...	...	...	...	...	...	...	..	
252	9,561	..	...	36,581	16,130	144	120	8,925	311	62,211	6 10 4	3 14 6	48	468	
141	4,618	..	..	22,135	7,018	...	...	2,037	...	31,190	7 4 8	5 2 9	14	234	
...	786			637	...	120	...	1,770	...	2,527	3 3 5	0 13 0	...	20	
...	478	..	...	..	..	...	..	...	...	...	...	...	...	...	
141	5,882	.	.	22,772	7,018	120	...	3,807	...	33,717	6 1 4	4 1 9	14	254	
41	2,694	..	.	11,802	4,631	...	...	1,360	...	17,793	7 1 3	4 11 1	6	156	
	306	..	.	206	...		...	949	...	1,155	3 13 9	0 11 0	...	11	
...	195	..	.	...	...	...	...	...	...	...	...	...	...	...	
41	3,195		...	12,008	4,631	...	...	2,309	...	18,948	6 3 2	3 14 10	6	167	
123	6,805	.	.	21,957	14,008	...	360	2,795	...	39,120	6 0 11	3 6 5	19	278	
...	630	...	...	722	...	..	...	2,035	393	3,150	5 4 2	1 3 3	...	8	
...	745	.	...	.	...	...	...	...	...	...	...	...	...	...	
123	8,180	..	...	22,679	14,008	...	360	4,830	393	42,270	5 6 4	2 14 4	19	286	
44	2,494	...	...	12,270	3,251	...	...	1,110	...	16,631	7 2 5	5 4 5	7	111	
..	221	...	...	110	...	...	...	1,110	...	1,220	5 9 11	0 8 1	...	4	
...	194	.	..	...	...	...	...	..	...	...	...	..	...		
44	2,909	.	.	12,380	3,251	...	...	2,220	...	17,851	7 0 4	4 13 11	7	115	
99	4,114	..	...	18,027	8,040	...	238	1,908	...	28,213	6 14 9	4 7 0	12	186	
..	664	22	.	328	...	...	...	2,167	...	2,495	3 11 1	0 7 9	...	10	
...	498	35		...	...	...	...	.	...	...	...	...	...	1	
99	5,276	57		18,355	8,040	...	238	4,075	...	30,708	5 13 6	3 7 11	12	197	
700	28,275	...	...	1,21,687	53,078	144	598	13,650	..	1,89,157	7 0 1	4 8 2	106	1,404	
..	4,091	22	...	3,088	...	120	120	12,516	704	16,548	4 1 3	0 12 2	...	82	
	2,637	35	.		...	...	..	...	..	...		...	...	i	
700	35,003	57	.	1,24,775	53,078	264	718	26,166	704	2,05,705	6 2 0	3 11 5	106	1,487	
776	35,033	87	5	1,27,638	53,078	264	718	26,454	1,144	2,09,296	6 3 6	3 12 8	109	1,487	

g Includes 10 girls *h* Includes 11 girls. *i* Includes 1 girl. *j* Includes 9 girls. *k* Includes 2 girls.

EDUCATION.

SUBSIDIARY FORM No. V.—*Statistical Return of Female Primary schools (English and Vernacular) for the official year* 1881-82.

Districts.	Name or class of Institutions.	No. of Institutions.	No of scholars on the rolls on 31st March.			Average No. on the rolls during the year	Average daily attendance.	Classification according to race or creed of the scholars on 31st March			No. of scholars on 31st March learning.	Expenditure.					Annual cost of educating each scholar.		No. passed		Remarks.
			In Upper Division.	In Lower Division.	Total.			Hindus.	Mahomedans.	Native Christians.	Vernacular.	Provincial Revenues.	Town Fund.	Municipal Fund.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary school examination.	Lower Primary school examination	
1	2	3	4-a.	4-b.	4	5	6	7-a	7-b.	7-c	8	9-a	9-b.	9-c.	9-d.	9	10	11	12	13	14
	Vernacular Schools.											Rs.	Rs	Rs.	Rs.	Rs	Rs. a. p.	Rs. a. p.			
Akola ...	Government	1	...	21	21	24	15	21	...	...	21	162	..	158		320	13 5 4	6 12 0	...	...	
	Aided	1	7	27	34	34	16	34	...	...	34	152	.	150	..	302	8 14 1	4 7 6	...		4
	Total ...	2	7	48	55	58	31	55	...	..	55	314	...	308		622	10 11 7	5 6 7	...		4
Buldana ...	Government	3	4	124	128	124	85	80	48	...	128	580	533		.	1,113	8 15 7	4 10 10	...		5
Basim ...	Government	1	...	25	25	24	13	25	...	...	25	134	.	134		268	11 2 8	5 9 4	...	...	
	Aided	1	...	12	*12	12	11	..	..	12	12	3	.	.	120	123	10 4 0	0 4 0	...	...	
	Total ...	2	...	37	37	36	24	25	...	12	37	137	.	134	120	391	10 13 9	3 2 11	...	..	
Amraoti ...	Government	1	1	39	40	37	26	40	...	...	40	208	.	204		412	11 2 2	5 9 11	...	...	
	Aided	2	...	53	53	56	41	25	28	...	53	157	...	...	150	307	5 7 9	2 12 10	...	...	
	Total ..	3	1	92	93	93	67	65	28	...	93	365	...	204	150	718	7 11 6	3 14 10	...	..	
Ellichpur ..	Government	2	10	45	55	55	41	47	6	2	55	348	330	...	..	678	12 5 3	6 5 3	...		6
	Total Government schools.	8	15	254	269	264	180	213	54	2	269	1,432	863	496	.	2,791	10 9 2	5 6 9	..		11
	Total Aided schools ..	4	7	92	99	102	68	59	28	12	99	312	...	150	270	732	7 2 10	3 0 11	...		4
	Grand Total, Vernacular schools .	12	22	346	368	366	248	272	82	14	368	1,744	863	646	270	3,523	9 10 0	4 12 3			15

* Includes one boy.

EDUCATION

SUBSIDIARY FORM No. VI.—*Statistical Return of schools for special or technical training for the official year* 1881-82.

District.	Name or Class of Institution	No of Institutions.	Total No of scholars on the rolls on 31st March	Average No on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March		No. of scholars on 31st March learning		Expenditure.	Annual cost of educating each pupil	
						Hindus	Mahomedans	Vernacular.	Persian.	Grants from Provincial Revenues.	Total cost.	Cost to Government.
1	2	3	4	5	6	7-*a*	7-*b*	8-*a*	8-*b*	9	10	11
	D.—*Normal school for Masters.*									Rs.	Rs. a. p.	Rs. a. p.
Akola ...	Government	1	79	72	63	66	13	79	13	3,845	53 6 5	53 6 5

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Hyderabad Assigned Districts,
AKOLA, 1*st June* 1882.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

No. 3939 of 1883.

From

S. O. B. RIDSDALE, Esq., C S.,

Offg. Commissioner,

Hyderabad Assigned Districts,

To

The SECRETARY for BERAR to the RESIDENT,

Hyderabad.

Dated Amraoti, 1*st August* 1883.

Sir,

I have the honour to forward herewith the Educational Report for the past year 1882-83.

2. As my connection with the province is of very recent date, I must, I fear, confine myself principally to noting briefly the chief results of the year's administration herein described. I do not at present consider myself competent to pronounce an authoritative opinion on the educational requirements of Berar, nor am I prepared to propound at once a solution of the problem as to the best means of extending and improving the present system of instruction.

3. In regard to extension of educational results and opportunities among the people, it will be observed that the report has little or no progress to record. At the close of the year the number of schools open was actually fewer by seven and the number of scholars only 387 more than at the beginning. This decrease in the number of schools has occurred altogether among those devoted to primary education, among which Government primary schools have fallen from 461 to 454, and unaided private schools from 207 to 196, while among aided schools there has been a small increase from 208 to 217. Middle schools have increased from 5 to 7. High schools remain two in number as before.

4. On the other hand, although the efforts of the department appear not to have met with much success in regard to the general spread of education, the quality and results of the instruction imparted exhibit a fair degree of progress. The two High schools at Amraoti and Akola both show an increased attendance, and have passed six pupils for matriculation, against four last year; but there is a marked decrease in the number of pupils who passed the Xth Standard, only eight having succeeded against 20 last year. Of the two, Amraoti was conspicuously the most successful, while the cost of each pupil's education at this school is little more than one-third of the average cost at Akola.

5. Among middle schools, although the total attendance has of course increased, as two new schools have been added to the number, and the average cost per head has consequently fallen, the results have been less satisfactory, as only 19 boys succeeded in passing, against 23 last year, and 26 in the year preceding.

Among primary schools the average number of pupils on the rolls during the year shows a small increase of 2¼ per cent., while the results of the examination show a decided improvement, 142 having passed in the upper division and 1,539 in the lower, against 109 and 1,404 last year. In the 24 Anglo-vernacular schools the number of pupils learning English has risen from 730 to 884.

7. Of the 430 purely vernacular schools, the condition and prospects of the 376 Marathi schools are reported on most favourably; but that of the 54 Urdu schools is far from encouraging. The attendance at these latter has been stationary, and there is but little sign of progress amongst them. The want of desire for

higher education among the Mahomedan population is marked very strongly by the fact that out of a total of 4,099 Musalman boys undergoing education, there are only 29 in the Anglo-vernacular classes; 10 receiving middle education, and one only in the high school division.

8. Girls' schools have remained the same in number; but the average attendance in them has slightly decreased.

9. The Training College shows by no means encouraging results. The attendance has decreased, and only eight students succeeded in passing the final course, against 19 last year. This is the less satisfactory, as it is explained to be due to the fact of the examinees on this occasion being principally natives of the province, who appear, in the Director's opinion, to afford less promising material for developing into educational instructors than outsiders from the Bombay Presidency.

10. The financial position of the department is not very clearly exhibited. Details are given of the expenditure, but there is no complete statement of income, and it is consequently not apparent whether the whole of the available funds were expended or not, or whether any balances during the past or preceding years have accrued.

Among the receipts it is satisfactory to observe that the income, both from fees and from private contributions, has considerably increased.

11. The absence of a complete financial statement is the more to be regretted, as the Director shows that the question of the adequate extension of primary education is altogether a matter of money. He considers that every village in the province with a population exceeding 500 ought to have a school of some sort. There are 1,477 such villages, but only 411 of them have at present got Government primary vernacular schools in them. The remedy he would propose is the increase of the educational cess to the same rate as that obtaining in the neighbouring provinces of Nagpur and the Bombay Presidency.

12. On the other hand Mr. Howell, the late Commissioner, was of opinion that the support now given by Government to the higher forms of education should be mostly, if not entirely, withdrawn, and the money so saved should be devoted to primary instruction. He also pointed out that the present scale of fees for secondary education was insufficient in proportion to the fees paid for primary education by those who also paid the education cess.

13. My own views, so far as I have at present been able to form an opinion on the point, are these:—I think it sufficiently clear that a considerable extension of primary education in Berar is practicable and is wished for by the people, and that more funds are plainly required to carry out this extension. I do not think the withdrawal of Government support from secondary education would provide the required relief, especially as it would only be gradually enforced, and would therefore be a very partial and ineffective remedy for the present want.

Considering the general very light pressure of the land revenue assessment in the province, and the fact that the money raised would be spent directly for the benefit of the persons contributing it and for the particular object for which it was raised, I think it would be advisable to raise the rate of the educational cess as suggested by the Director. At the same time I would commence to raise by degrees the scale of fees charged for secondary education, so as to make these schools gradually more and more self-supporting with the view of ultimately leaving them, if possible, altogether to private agency, and confining Government support to the gift of scholarships and contributary endowments.

14. Some explanations indeed of the present expenditure in regard to the high schools seems to be needed, as the difference in the cost of education per pupil at these two schools is very considerable. If the cost per head is only Rs. 117 at Amraoti, why should it be Rs. 322 per head at Akola?

15. Some definite conclusion should also be arrived at in regard to the best form of building for these village schools. The question is, I believe, still under consideration in the Public Works Department.

I do not altogether concur in this matter with the views expressed by Mr Howell in para. 10 of his review of last year's report, and am inclined rather to side with the Director in favor of fairly substantial but inexpensive buildings. I should indeed distinctly look forward to the ultimate erection of structures of a suitably imposing appearance and permanent character; but, for the present, I think that, considering that the available funds must always be of a limited extent, and that liberality in one branch of expenditure can only be met by retrenchment in another, the needs of the people in regard to the extension of education should first be satisfied before any superfluities in the construction or furnishing of buildings are indulged in.

I have the honour to be,

Sir,

Your most obedient Servant,

S. O. B. RIDSDALE,

Offg. Commissioner,

Hyderabad Assigned Districts.

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Do. do. V.
Do. do VI,

No. 597 OF 1883-84.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

Hyderabad Assigned Districts,

To

S. O. B. RIDSDALE, ESQUIRE, C. S.,

Officiating Commissioner,

Hyderabad Assigned Districts.

DATED AKOLA, 1*st June* 1883.

SIR,

I HAVE the honor to submit the Annual Report on Public Instruction in the Hyderabad Assigned Districts for the year 1882-83.

I.—INTRODUCTION.

2. The latter portion of the year has been sickly. Small poxes prevailed all over the province, as they did, more or less, all over the country, and children as well as grown-up persons were attacked and laid up. During the months of January, February, and March, the number of deaths from this sickness alone was 1,633, against 92 in the same period of the previous year. The same period also was one of marriages, which in Berar are highly festive, and the number of which appears to have been unusually large as " proved by the extraordinary frequency of applications for licenses for discharge of fire-arms" during the processions. Sickness and festivities therefore very materially affected the attendance in the schools, and cut short the rise which usually takes place during the period. The average daily attendance was very low, and in many places the schools appeared almost empty. Fortunately the annual examinations of the schools were nearly over before the unfavourable or retarding causes operated, and the improvement in results had been already reaped. Government schools have risen up a step in the scale of progress as tested by examinations under the standards, and the stimulus given to private and indigenous schools is perhaps the most striking feature of the operations of the year.

Number of schools and scholars in the province.

3. The following statement shows the number of schools and scholars in the province on the 31st March last as compared with that of the preceding year:—

Year.	Area of the province in square miles.	Population according to the Census of 1881.	No. of schools on 31st March.	No. of scholars on 31st March.	Average No. of square miles to each school.	Percentage of scholars to population.
1881-82 ...	17,711	2,672,673	896	35,891	19·8	1·3
1882-83 ...			889	36,278	19·9	1·4

The number of schools has decreased by 7, and the number of pupils has increased by 387, and hence the average number of square miles for each school has increased from 19·8 to 19·9, and the percentage of scholars to population has but slightly increased from 1·3 to 1·4. Taking the school-going population to be 15 per cent. of the total population, the percentage of scholars to the population of school-going age is about 9. The percentage of male scholars to male population is 17·2, and of female scholars to female population is ·3. The average number of pupils to a school is 40.

4. In the subjoined table the Government and private schools and their scholars are compared with those of the preceding year:—

Government and private aided and unaided schools.

Years.	Government.		Private.				Total.	
			Aided.		Unaided.			
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars	Schools.	Scholars.
1881-82	477	28,956	212	4,263	207	2,672	896	35,891
1882-83	472	28,807	221	4,732	196	2,739	889	36,278
Difference ...	−5	−149	+9	+469	−11	+67	−7	+387

A Government school is one the management of which entirely rests with the Government officers, and is maintained either from provincial revenues, educational cess aided from provincial revenues, or town or municipal funds. The changes in the number and establishments of these schools take place on the 1st of April and 1st of October only. During the year 12 Government schools were closed and seven opened. The net decrease of five is owing to schools which were closed since October last having remained so until after the close of the year. The former practice of opening new schools on the 1st of September and 1st of March, as originally proposed and sanctioned in the Resident's Book Circular No. 22, dated 22nd July 1881, was more convenient both educationally and financially; but the Commissioner, Mr. Jones, thought that the rule in the matter in the educational department would differ from that obtaining in all other departments and altered the dates, and hence no increase in the number of schools could be shown at the end of each of the last two years. If there had been no limit fixed to the application of funds to extension of vernacular primary schools, the change in the dates would not have mattered much, as the increase effected in October would have more than covered the small decrease at the end of the year. Besides the 472 main schools, there were 23 branch schools against 21 of the preceding year. In these the studies are one standard lower than those allowed in the lowest class of primary main schools, and they are placed under the superintendence of head masters of main schools. The number of scholars in Government schools has decreased by 149, or if allowances be made for the decrease of five schools, it has remained stationary.

5. Private schools are schools managed by individuals on their own account or by communities or committees. The former constitute the majority, and come under the name of indigenous schools. The change in them is great. Out of the 419 private schoools which existed on the 31st March 1882, so many as 188 were closed during the year, and 186 opened. The small decrease, or rather the absence of expected increase in them, may be attributed to the causes mentioned in para 2. It is, however, satisfactory that the schools which remained to the last show an increase of 536 pupils on the total of the last year.

6. Aided schools are those private schools which either receive a monthly fixed allowance from the general revenues or money grant by results under the prescribed standards, or books in the shape of prizes. It will be seen that the number of aided schools on the 31st March last showed an increase of 9 schools, and that of unaided schools a decrease of 11, as compared with the preceding year. It must, however, be stated that the number of schools actually aided was much larger than that entered in the statement, as 43 of them were closed after they had been inspected and had received grants; that is to say in the last three months of the year Probably they could not withstand the effects of sickness, fairs and festivities, and naturally they cannot be expected to do so on account of their inadaptability to the circumstances of the people, who in the first place petition the Educational officers and Deputy Commissioners for schools; and to show their earnestness contribute liberally for school-houses or themselves erect them. But when they find their application refused for want of funds, they in

the first height of enthusiasm get hold of a man who would start a school on his own account, promising to pay him high fees, such as annas 8, 12, or even a rupee per head. "From what I have myself seen," writes the Deputy Commissioner of Ellichpur, "I think these schools are only too often started by men totally unfit to teach, but who make a little show at first, and so get a number of ignorant people to send their boys, paying from eight annas to rupee one per mensem per head till their utter incompetence is found out, when the school collapses. These form the bulk of the fluctuating schools." The people cannot continue to pay high fees for any length of time, and if they find that the instruction received by their children is not as good as that given in another school through a better agency and under a stricter sense of responsibility, they take the earliest opportunity to break their promise. There is then a falling off; the master does not work heartily and is obliged to shift to another place. In this manner these schools die and revive, and it is plain they cannot afford any firm basis for extension of primary education.

Distinction between Government and aided schools.

7. Financially speaking, the distinction between Government and aided schools is a nominal one, except in a few cases, and simply shows a difference in managing agencies, but with respect to the share of people's contribution towards them there is a material one. The cess receipts of a district contributed by every village in it and supplemented by a grant from the provincial revenues go to maintain the so-called Government vernacular schools at the principal towns and villages, and the smaller and poorer villages, for which no balance of the fund is available, have to maintain their own schools with heavy fees and the little grant which their inefficient teachers can earn for them. This system, I believe, prevails in all the provinces in which the educational cess is levied; but there can be no doubt that the tax presses unequally. The rich benefit at the expense of the poor.

Demand for Government schools.

8. According to the census of 1881, there are 5,585 towns and villages in Berar, all of which pay the educational cess, and 1,477 of them have a population of 500 souls and more. In each of these a school of some sort can be maintained, but at present only 411 have got Government primary vernacular cess schools. Such of the other villages as desire education for their children have to start and keep up private schools if they can pay for them. If they do start them, and, after finding themselves unable to keep them on for a long time, apply to Government to take them up, they are informed that Government have no funds, nor do they wish to oust the private schools. It has now been understood that the application of the people of a small village is not to be complied with, if "they had an indigenous school." As a question of general policy, writes the Commissioner, "I am opposed to the extinction of indigenous schools by establishing Government schools, unless it can be shown incontestibly that the indigenous schools serve no purpose" and the Deputy Commissioner of Akola in his report for the last year writes that a Government school is never started in a village where there is already an indigenous school. If all our vernacular schools had not been aided schools, we might have strictly adhered to the policy above enunciated, but under the present circumstances we incur the charge of being partial to those who ought to help themselves more. This state of things will not continue for a long time when it is the desire of Government to spread the elements of education as wide as possible. During the last eight years we have not made any great advance in taking education nearer to the doors of the people. We have improved the old schools considerably; the attendance in them has risen 30 per cent., and the results produced are much better; but the increase in the number of primary schools is only 9, excluding the 23 branch schools. What recommendations the Education Commission will make, and what action the Government will take, is yet to be seen, but there can be no doubt there is great room for extending primary education without making it compulsory, and in Berar ample means will be found to do so, if the rate of education cess be fixed to be the same as it obtains in the neighbouring provinces of Bombay and Nagpur, and the Government contribution to the schools be raised a little higher. In my report to the Education Commission I have shown how the educational wants of Berar can be

adequately supplied with the above means and under a system of ment, Government abstaining from all direct interference.

Classification of schools.

9. The following statement will show the classes of schools :—

Class of schools.				No. of schools.		No. of scholars.	
				1881-82.	1882-83.	1881-82.	1882-83
High ...	Government ...	Boys ...	...	2	2	61	65
Middle	Do. ...	Boys ...	...	5	7	242	286
Primary.	Government ...	Boys ...	...	461	454	28,305	28,127
		Girls ..	...	8	8	269	256
	Private. Aided ...	Boys ...	...	208	217	4,164	4,618
		Girls ...	...	4	4	99	114
	Private. Unaided ...	Boys ...	...	207	196	2,672	2,739
		Girls ...	...	...	...	..	...
Special Schools..	Government	...	...	1	1	79	73
		Total	...	896	889	35,891	36,278

This classification is founded on the instructions of the Government of India, contained in their resolution No. $\frac{1}{2-16}$, dated the 6th January 1879. The school course in Berar extends over 11 years as in the Bombay Presidency. Schools or sections of schools teaching the two highest standards are called high schools, schools or sections of schools teaching the next three lower standards are called middle, and all the rest are called primary schools. There are no independent high or middle schools in Berar. The two highest classes in each of the two principal Anglo-vernacular schools in the province constitute the high schools. The three lower classes in them and the Anglo-vernacular classes above the 6th standard in primary schools constitute the middle schools; all the other schools teaching the last six standards, whether they include English or not, are called primary schools. The number of high school divisions is the same, but the attendance has increased. The number of middle school divisions has increased by two owing to two of the Anglo-vernacular primary schools having been permitted to teach the 7th standard. The attendance in the middle divisions has increased considerably, owing not only to the increase in the middle divisions of the high schools and the formation of two new classes, but also to 8th standard classes having been formed in two of the three old middle divisions of Anglo-vernacular schools. Before the year 1879-80 all the schools in which English for one or two years was taught were called middle class schools, and were conducted by masters on salaries varying from Rs. 50 to Rs. 125. By the terms of the Government of India's resolution quoted above, all of them merged into primary schools, as falling below the middle course. But to give due importance to these expensive schools and facilities to the students to learn more of English at their own stations or places nearer to them than the two high schools, and thus to continue their studies longer, efforts were made to introduce the higher Anglo-vernacular standards in the most flourishing of them. Two of them now teach standards VII. and VIII., and three teach standard VII., and have been thus brought under the denomination of middle schools which they had before, and to which it is proposed to bring up gradually many of the remaining Anglo-vernacular schools.

10. It will be seen from the table that there are no private schools in Berar teaching beyond the primary course, and this point was noticed by the Government of India in their remarks on the Report for 1880-81. Berar is a small province, and was perhaps the last that was brought under British administration. Its educational development commenced much later, and the scale of its educational institutions when formed was grand and complete. There was nothing left for the people to desire, and they had, therefore, nothing to do themselves. Indeed, it was feared that the first measures were far beyond the requirements of the province, and the whole of the subsequent time has been spent in making the

people appreciate them. Even now it is scarcely possible that if one of the higher institutions were closed, it would be re-established by the people. The floating population of non-Beraree native officials, who would care more for it than the Berarees, have but a temporary interest in the province and its institutions, and though they would support them while living in it, they would not exert themselves to found them when they can avail themselves of those existing in their native places.

Distribution of schools.

11. The distribution of schools according to districts is given below:—

District.	Area in square miles.	Population.	Towns and villages having a population of 500 or more souls.	No. of schools.			No. of scholars in			No. of square miles per school.	No. of scholars per school.	Percentage of scholars to population.
				Government.	Private.	Total.	Government schools.	Private schools.	Total.			
Akola ...	2,660	592,792	310	115	144	259	7,597	2,493	10,090	10·3	39	1·7
Buldana ...	2,804	439,763	280	81	76	157	4,762	1,378	6,140	17·9	39·1	1·4
Basim ...	2,958	358,883	213	56	35	91	2,859	504	3,363	32·5	37	·9
Amraoti ...	2,759	575,328	310	97	72	169	6,624	1,597	8,221	16·3	48·6	1·4
Wun ...	3,907	392,102	222	47	31	78	2,601	426	3,027	50·1	38·8	·8
Ellichpur ...	2,623	313,805	142	76	59	135	4,364	1,073	5,437	19·4	40·3	1·7
Total ...	17,711	2,672,673	1,477	472	417	889	28,807	7,471	36,278	19·9	40·8	1·4

With respect to density of schools, Akola is the most thickly crowded district, and Wun the least crowded one; but the number of pupils per school is about the same in all the districts, except Amraoti, and this shows that taking the present number of schools in each district, the average number on the rolls of each school throughout the province is about the same, and if there is room for extension, it is to be found in all the districts. Taking a town or a village of about 500 people as capable of maintaining a school, it appears that in the Ellichpur District cent. per cent. of such places maintain schools; and yet the Deputy Inspector and Deputy Commissioner write that they received while moving in the district numerous applications for new schools. In the Akola District the schools take up about 83·5 per cent. of such places, and under the pressure for funds to meet further demand the Deputy Commissioner tries to find relief in the encouragement to indigenous schools. The higher rate of attendance in the schools of the Amraoti District shows that there is greater room for extension though six schools in the district were closed in places which were capable of maintaining them. In Basim and Wun a large proportion of suitable villages appears to have kept themselves aloof from, or have not been reached by, educational operations; and the Basim Deputy Inspector's remark, that "there is no hope of any material acquisition" in his district, appears to be either applicable or inapplicable to both of them. However, they have been showing gradual, but steady improvement, as is again pointed out by the Deputy Commissioner of Basim, and though they will not be able to compete with the districts in the central valley, their scholars will not long continue to show the low percentage to population which they do now. A few more schools have been sanctioned for the Wun District, the people making every preparation for them, but have not been opened for want of funds.

Income of the department.

12. The income of the department, besides the Government grant of Rs. 2,40,000, consists of receipts of an educational cess on the land revenue of 3 pies in the rupee, or about 1½ per cent., fees levied in the schools, and contributions given by people and municipalities.

13. The subjoined statement shows the income from the cess for each of the districts as compared with the previous year:—

Income from the Educational Cess.

Districts.	1881-82.			1882-83.			Increase.			Decrease.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Akola	28,377	4	8	17,563	4	1	...			10,814	0	7
Buldana	15,307	11	11	13,356	3	0	...			1,951	8	11
Basim	9,603	0	9	5,084	14	0	...			4,518	2	9
Amraoti	24,970	11	3	22,878	4	6	...			2,092	6	9
Wun	8,068	6	3	8,154	5	9	85	15	6	...		
Ellichpur	14,754	2	6	14,114	1	8	...			640	0	10
Total ...	1,01,081	5	4	81,151	1	0	85	15	6	20,016	3	10

The decrease of about Rs. 20,000 is owing to the introduction of the new system of land revenue collections into some of the taluks, by which the second instalment is not collected till after the end of March. In the Bombay Presidency and the Central Provinces this cess is levied at the rate of 2 per cent. on the land revenue, and if the same rate be introduced in Berar, it will greatly assist the spread of elementary schools.

Fee receipts.

14. The subjoined statement shows the fee receipts during the last four years in all the Government schools:—

Schools.	1879-80.			1880-81.			1881-82.			1882-83.		
	Rs.	a.	p.	Rs.	a.	p.	R	a.	p.	Rs.	a.	p.
High school classes ..	266	4	0	335	8	0	377	4	0	450	4	0
Middle school classes ..	803	8	0	880	8	0	1,062	0	0	1,256	0	0
Primary schools and classes for boys	19,585	12	6	22,404	12	6	26,144	8	6	27,461	7	3
Primary schools for girls ...	...			...			...			20	4	0
Total ..	20,655	8	6	23,620	12	6	27,583	12	6	29,187	15	3

The fees show the usual increase in all classes of schools notwithstanding the stoppage to the increase in attendance. This is attributed to the increase of pupils in the higher standards paying fee at higher rates. The rates for vernacular education in boys' schools are one and two annas, and for Anglo-vernacular education from four annas to one rupee. No free pupils are allowed, except children of aboriginal tribes and low castes, and great strictness is observed in recovering the amount; pupils failing to pay their fees in advance before a certain date have their names struck off. Hence, though the rates for some standards are not as high as in some of the other provinces, the total amount recovered compares favourably with the receipts of several of the provinces.

Re-admission fees.

15. During the year Rs. 657-1-0 were recovered as re-admission fee, against Rs. 612-1-0 of the preceding year; and this does not show that the imposition does fulfil its object of checking frequent withdrawals The Deputy Inspector for Amraoti remarks that "notwithstanding the imposition of re-entrance fee, the unsteady character of the attendance continues without abatement." As it is difficult to change the character of the people by levying the fine, it seems necessary to remit it in the case of a backward district like Basim, the Deputy Inspector of which writes thus on the subject:—" That it acts as a preventive to unnecessary and frequent withdrawals is acknowledged on all sides; but at the same time it has the evil effect of discouraging many a poor and helpless pupil from the pursuit of knowledge for want of means; for a boy wishing to re-enter a school is required to pay double the amount of the monthly fee as a fine in addition to the usual monthly fee of the month in which he wishes to re-enter, and as a natural consequence he keeps

back altogether." The present Deputy Commissioner, Colonel Laughton, thinks that "it would be as well for a time to discontinue the levying of re-admission fees", and I have written to him to say that the discontinuance may be ordered, and the schools in the district placed in this respect on the same footing as those in the Wun and Buldana Districts, or the rates of fee may be reduced by one-half as in the Akola District.

Popular contributions.

16. The contributions of the people to the schools have been steadily rising during the last few years. In 1880-81 they amounted to Rs. 7,553-8-9, in 1881-82 to Rs. 10,382-11-3, and in the year under report to Rs. 11,681-7-10. The objects for which the money was contributed will be seen from the following statement:—

District.	School-houses.	Repairs to school-houses.	Pay of Assistant Masters.	School furniture and other appliances.	Gymnastic apparatus.	Prize books and slates to pupils.	Fees for poor boys.	Scholarships	Miscellaneous.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p	Rs a. p	Rs. a p	Rs a. p.	Rs. a. p
Akola .	1,424 15 0	246 8 0	78 8 0	162 8 3	84 5 3	83 7 0	106 8 0	36 0 0	190 12 9	2,413 8 3
Buldana	50 4 0	2 0 0	80 2 0	122 5 0	86 8 0	31 15 0	89 1 0	..	144 4 0	608 7 0
Basim			5 0 0	128 2 0	132 0 0	15 5 3	14 12 0		11 0 0	306 3 3
Amraoti	4,624 15 10	15 8 0	183 4 0	116 2 0	3 7 0	38 9 3	131 5 0		71 13 0	5,184 15 1
Wun	600 4 0	..	271 0 0	92 12 0	12 0 0	28 4 0	94 5 0		82 2 0	1,180 11 0
Ellichpur	1,435 8 0	42 4 0	66 0 0	148 5 9	66 2 3	106 13 0	43 13 3	.	78 13 0	1,987 11 3
Total	8,135 14 10	306 4 0	683 14 0	770 3 0	386 6 6	304 4 6	479 12 3	36 0 0	578 12 9	11,681 7 10
Total for 1881-82	7,319 4 3	414 12 0	123 9 3	926 12 0	580 13 0	251 5 3	417 4 6	..	348 15 0	10,382 11 3

The largest item contributed was for school-houses, the whole of which has been or will be paid into the treasury. The town and district of Amraoti alone contributed Rs. 4,624, of which Rs. 3,837-11-0 were for a building for the Anglo-vernacular school at the station. One person in the Ellichpur District, Mr. Javarilal, of Sirasgaon Bund, singly paid Rs. 1,000 for a school-house in the village, and I am glad to state that this very liberal donation he promised in my presence to give without the least importunity on my part. I simply pointed out the smallness and unsuitability of the old house and suggested the desirability of having a better one, and out of the persons who were assembled at the time he came forward and offered to build the house himself, but afterwards paid the sum in cash, as he found it inconvenient to undertake the work. The considerable increase in the contribution for assistant teachers shows that the people are not quite indifferent to the interests of their schools and the scholars when they find Government unable for want of funds to meet the requirements. School and gymnastic apparatus is very willingly and largely supplied, and subscriptions for paying the fees of poor and helpless boys are now frequently and liberally raised. It has already been stated that no free students are admitted into Government schools. I am very glad to state that Mr. Nizam-ud-in, the Assistant Commissioner, while at Jalgaon, paid a sum of Rs. 36 for a scholarship of Rs. 3 per mensem, to be held in the Akola High School for one year by a pupil of the Anglo-Vernacular school at the station who passed with the highest marks among those sent by the school:—

Municipal contributions.

17. The following statement shows the municipal contributions to schools:—

District.	Income of the municipalities for the year 1881-82.	School establishments. For boys.	School establishments. For girls.	Original works.	Repairs to schools.	Fees of boys.	Total.
		Rs. a. p	Rs. a. p.	Rs. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola ...	49,031	120 0 0	263 15 11	1,033 13 0	30 3 3	...	1,448 0 2
Basim ...	4,428	...	119 1 4	...	...	...	119 1 4
Amraoti .	34,989	...	203 8 0	.	...		203 8 0
Ellichpur ...	14,872	234 0 0	...	...	...	44 0 0	278 0 0
Total ...	1,03,320	354 0 0	586 9 3	1,033 13 0	30 3 3	44 0 0	2,048 9 6

Akola includes the municipalities of Akola, Khamgaon and Shegaon. On the whole, the contributions amount to about two per cent. of their income, and

are not perhaps sufficiently large. If it were not for the item for original works, which is not a recurring charge in the Akola District, they would have dwindled down to one-half. The Akola Municipality aids a private boys' school for Bedars or low castes, and the Ellichpur Municipality aids one Government school and supports another entirely. The contributions to girls' schools were given years ago under the ruling of the Government of India, that the schools could not be established without local appreciation and pecuniary assistance.

Expenditure of the department.

18. The expenditure of the department from all sources is shown in the following statement :—

Heads.	Expenditure.																	
	General Revenues.			Educational Cess.			Town Fund.			Municipal Fund.			Subscriptions.			Fees.			Total.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p	Rs.	a.	p.
Direction	18,415	8	9										..						18,415	8	9
Inspection	28,635	4	2	480	0	0				...									29,115	4	2
Government. High schools for boys	11,485	3	5													145	1	6	11,630	4	11
Government. Middle do.	12,630	9	3				..			...			...			539	14	6	13,170	7	9
Government. Primary For boys	1,22,550	6	8	51,641	6	4	144	0	0	278	0	0				21,450	0	10	1,96,063	13	10
Government. Primary For girls	1,337	1	2	..			874	2	5	436	9	4	...						2,647	12	11
Private primary aided schools For boys	5,884	2	1	...			120	0	0	120	0	0				...			6,124	2	1
Private primary aided schools For girls	283	11	11							119	15	11	124	8	0				558	3	10
Training school	4,330	8	9	.												...			4,330	8	9
Scholarships	12,684	1	4							..									12,684	1	4
Book and prize allowance	50	0	0																50	0	0
Book Depot ...	16,659	0	9										...						16,659	0	9
Construction of school houses	10	7	9	30,570	2	1							..						30,580	9	10
School repairs	1,652	3	3	7,537	1	2	100	0	0	30	3	3							9,319	7	8
School furniture				4,793	13	8							..						4,793	13	8
Miscellaneous ..	64	15	9	623	3	8													688	3	5
Total	2,36,682	5	0	95,645	10	11	1,238	2	5	1,014	12	6	124	8	0	22,126	0	10	356,831	7	8
Total for 1881-82	2,35,942	6	2	86,282	6	9	1,199	1	8	1,376	8	11	150	0	0	14,365	14	0	339,316	5	6
Difference ...	+ 739	14	10	+ 9,363	4	2	+ 39	0	9	−361	12	5	−25	8	0	+ 7,760	2	10	+ 17,515	2	2

There is a net increase of Rs. 17,515-2-2 over the expenditure of the previous year, chiefly from educational cess and fees, the other sources contributing about the same amounts. The increase from the cess fund is chiefly against school-houses and school repairs, which together took Rs. 9,336-7-8 in excess. The increase of Rs. 7,761 from fees will be explained further on.

Comparative statement of expenditure.

19. The increase and decrease under each budget head of all the funds will be seen from the following statement :—

Heads.	1881-82.				1882-83.				Increase.			Decrease.		
	Amount.			Percentage.	Amount.			Percentage.						
	Rs.	a.	p.		Rs.	a.	p.		Rs.	a.	p	Rs.	a.	p.
Direction ...	18,420	15	3	5·4	18,415	8	9	5·2	...			5	6	6
Inspection ...	29,251	3	5	8·6	29,115	4	2	8·2	...			135	15	3
Government. High schools for boys ...	11,961	6	9	3·5	11,630	4	11	3·3	...			331	1	10
Government. Middle schools for boys	12,067	0	4	3·6	13,170	7	9	3·69	1,103	7	5	...		
Government. Primary ... For boys...	1,91,150	3	8	56·3	1,96,063	13	10	55	4,913	10	2	...		
Government. Primary ... For girls...	2,792	0	11	·8	2,647	12	11	·7	..			144	4	0
Private primary aided schools ... For boys...	4,268	4	7	1·3	6,124	2	1	1·7	1,855	13	6	...		
Private primary aided schools ... For girls...	612	7	0	·2	558	3	10	·2	...			54	3	2
Training schools ...	3,845	3	10	1·1	4,330	8	9	1·2	485	4	11	...		
Scholarships ...	13,005	15	9	3·8	12,684	1	4	3·6	...			321	14	5
Book and prize allowance ...	...			...	50	0	0	·01	50	0	0	...		
Government Book Depôt ...	10,434	14	2	3·1	16,659	0	9	4·6	6,224	2	7	...		
Construction of school-houses..	29,154	9	3	8·6	30,580	9	10	8·6	1,426	0	7	...		
Repairs to schools ...	7,942	2	7	2·4	9,319	7	8	2·6	1,377	5	1	...		
School furniture ...	3,531	5	7	1·	4,793	13	8	1·3	1,262	8	1	...		
Miscellaneous ...	878	8	5	·3	688	3	5	·1	...			190	5	0
Total ...	3,39,316	5	6	...	3,56,831	7	8	..	18,698	4	4	1,183	2	2

The increase under middle schools is owing to the addition of middle school classes to primary Anglo-vernacular schools and the employment of assistants, on

lower salary to teach the high school classes in the Amraoti High School. The increase against private aided schools is to be attributed to a larger number of indigenous schools having obtained grants and in larger amounts. The increase against Training College is owing to leave allowance of one of the teachers for 1881-82 having been paid in the year. The large increase against Government Book Depôt has resulted from a larger number of books for sale, prizes and libraries having been purchased during the year.

Expenditure from fees

20. The subjoined statement shows the expenditure from fees during the year. The receipts of, and disbursement from, fees of the high, middle and Anglo-vernacular primary schools pass through the treasury, and those of the vernacular schools through the school committees :—

Schools	Receipts	Expenditure										
		Teachers	Contingencies	Prizes	Library books and maps	Purchase and repair of furniture	School gardens	Schools compounds	Petty repairs to schools,	Miscellaneous	Total
	Rs a p	Rs a p	Rs a p	Rs a p	Rs a p	Rs a p	Rs a p	Rs a p	Rs a p	Rs. a p	Rs. a p
High schools including High Middle and Primary school divisions	1,564 8 0		82 3 1	199 13 6	282 14 6	100 0 0	43 14 6	...	...	4 8 0	713 6 3
Anglo Vernacular schools	5,579 3 0	2,266 4 3	602 0 0	373 10 9	58 7 0	708 11 10				356 2 0	4,365 3 10
Vernacular schools	22,024 0 3	429 9 11	5,443 1 0	1,720 1 3	4,439 13 6	1,865 10 11	673 14 10	957 0 6	532 6 3	985 12 7	17,047 6 9
Total	29,167 11 3	2,695 14 2	6,127 4 9	2,293 9 6	4,781 3 0	2,674 6 9	717 13 4	957 0 6	532 6 7	1,346 6 7	22,126 0 10

In Anglo-vernacular schools a large amount is expended for extra assistant teachers, but that is not sufficient to meet the requirements. It now appears necessary to make provision for these teachers from the general revenues grant, either by increasing the assignment for those schools or by modifying the present scale of establishments. Against the vernacular schools the largest item is for the monthly contingencies, and next to it for library books, which were supplied to all of them according to their wants and means The school committees expended a pretty good portion of their income. The Akola Deputy Inspector writes that "the objects on which the school committees like to spend much are the school gardens, compound walls and gymnastic apparatus. The introduction of school libraries, which is a new item of expenditure, is, however, likely to be more useful. Models and others appliances for teaching object lessons have yet to be obtained, and the fees may well be spent on such auxiliaries for making the instruction practical."

II.—Controlling Agency.

Controlling agency

21. The general control over the department is exercised by a Director of Public Instruction, who is assisted by an Educational Inspector. The Deputy Commissioners have immediate control over the vernacular schools in their respective districts, and they are assisted by Deputy Educational Inspectors: Inspection of schools forms part of the duties of all these officers

Inspection

22. I tried to move over portions of all the districts, travelled 617 miles, and inspected 113 schools of all classes. I took part in the examinations of the high schools and the Training College.

23. The Educational Inspector assisted in the examinations of the high schools, moved over all the districts except one, travelled 1,736 miles, 800 of which were by rail, and visited 179 schools, 22 of which were Anglo-vernacular, placed under his special inspection and immediate control.

24. The inspection work done by the Deputy Inspectors is shown in the subjoined statement:—

Deputy Educational Inspector.	Area of the district in square miles.	Number of days in the district.	Number of miles travelled. By rail.	By road	Total.	No. of schools in the district on 31st March 1883.	Description of schools.		No. of schools inspected. Once.	Twice and more than twice.	Total No. of visits to all schools.	No. of scholars examined at the 1st inspection.	Distance travelled by ordinary road for each visit.
Akola District ...	2,660	156	154	1,195	1,349	109	Primary.	Government.	110	...	110	3,151	5·7
						143		Private ...	95	...	95	703	
						1		Jail ...	...	1	2	58	
Buldana District..	2,804	179	68	1,558	1,626	80	Primary.	Government.	11	78	170	2,086	7·3
						76		Private ...	43	...	43	421	
Basim District ...	2,958	167	...	1,385	1,383	55	Primary.	Government.	13	43	111	1,246	9·9
						35		Private ...	29	...	29	287	
Amraoti District.	2,759	155	66	1,105	1,171	94	Primary.	Government.	43	53	155	3,075	4·9
						72		Private ...	61	3	69	384	
						1		Jail ..	...	1	2	72	
Wun District ...	3,907	131	...	1,234	1,234	47	Primary.	Government.	5	42	97	1,083	10·3
						31		Private ...	23	1	25	215	
Ellichpur District..	2,623	152	...	1,118	1,118	75	Primary.	Government.	30	42	136	1,862	6·3
						59		Private ...	39	1	41	286	
Hindustani Schools, Hyderabad Assigned Districts.	17,711	209	571	1,090	1,661	56	Primary.	Government.	53	5	99	1,151	11
						39		Private ...	27	...		107	
Total ...	...	1,149	859	8,683	9,542	...			582	270	1,184	16,187	

There is a great inequality in the work of the Deputy Inspectors as will be seen from columns 7 and 12 of the statement. Some of them can leisurely visit the schools in their districts twice, while some can hardly do that once. This year the inspecting officers examined 28 schools and 1,323 pupils more than in the previous year, and there was a larger number of pupils in the higher standards. The number of days spent by all the Deputy Inspectors in the districts, and the number of miles travelled by them, are almost the same as those of the previous year. The Deputy Inspector of Ellichpur was for more than two months and a half on leave and for a fortnight unable to move out during the travelling season, and hence the duration of the tours and the travelling are not what they would otherwise have been. The number of schools examined once has increased from 530 to 582, but the number of schools examined more than once has decreased from 294 to 270. Indeed to enable the Akola Deputy Inspector to finish the examination of Government schools in his district, before the end of the year, he was permitted to examine them "more quickly." The total number of visits to schools has increased by 31. Only two Government schools in the Melghat and 95 indigenous schools remained uninspected, the former with the permission of the Deputy Commissioner, and the latter for being either too small, out of the way, or closed at the time.

Visits of District Officers.

25. The following statement shows the number of inspecting visits paid by Deputy Commissioners and their assistants to the schools in their districts:—

Officers.	Akola.	Buldana	Basim.	Amraoti.	Wun.	Ellichpur.	Total No. of visits. 1882-83	1881-82.
Deputy Commissioners ...	14	19	24	14	15	16	102	157
Assistant do. ...	30	14	2	23	16	48	133	64
Extra Assistant Commissioners.	2	...	2	...	...	...	4	8
Tahsildars	35	36	18	27	24	46	186	247
Total ...	81	69	46	64	55	110	425	476

The Deputy Commissioners and the Tahsildars could perhaps afford less time for them, but the Assistant Commissioners took much more of the work upon themselves. As the schools are now generally well organized and no official influence is required to induce the people to send their children, and as Deputy Inspectors' inspections are complete and thorough, the visits of the district officers need be nothing more than ceremonial, just to show to the people the importance which Government attaches to education They appear to be all satisfied with the work done by the Deputy Inspectors from the few inspections they make, and they are naturally not inclined to use unnecessary interference. Indeed with all the difference in individual opinions, the harmony between the educational and district officers is striking

III.—University Education.

26. The following statement will show the number and progress of the Berar university scholars and ex-scholars studying in the Bombay colleges :—

Scholars	Arts Colleges						College of Science.				No remaining on 31st March 1883				
	No in each class on 31st March 1883			No passed during the year			No in each class on 31st March 1882		No passed during the year		Arts Colleges			Science College	
	Previous Examination Class	First B A Class	B A Class	Previous Examination Class	First B A Class.	B A Class	F C Class	L C Class	F C Class.	L C Class	Previous Examination Class	First B A Class	B A. Class	F C Class.	F C Class
Scholars ...	3	3	1	1	1	1	1	...	...	..	4	2	1	..	...
Ex-scholars	...	...			...	...	...		.	2	...	...	...	...	...

Out of the seven scholars in the Arts Colleges standing on the 31st March 1882, one passed the B A. examination, one passed the first B A examination, and one passed the previous examination The result therefore was not so good as that of the preceding year Mr. Bustisinh Dumasinh of Amraoti, the scholar who passed the B. A examination, obtained a high rank, and now holds a Fellowship in the Deccan College. Two ex-scholars of the Science College passed the L. C. examination, and they turn the scale in favour of the year.

IV —Secondary Education.

27. Secondary education, as defined in para. 9, shows a much greater advance than it did in the preceding year:—

No of institutions	Schools	No on roll on 31st March		Average monthly number on roll during		Average daily attendance during		Fee collections during	
		1882	1883	1881-82.	1882-83.	1881-82.	1882 83	1881 82.	1882-83.
								Rs. a p.	Rs a p.
2	Akola High school, High and Middle classes	125	136	98·1	116	77	95	524 4 0	653 4 0
2	Amraoti High School, High and Middle classes	145	146	128·7	142	112	107	772 0 0	848 0 0
5	Anglo-Vernacular schools, Middle class ...	33	69	31·5	54	25·4	45	143 0 0	205 0 0
9	Total ...	303	351	258·3	312	214·4	247	1,439 4 0	1,706 4 0

The number of institutions teaching all or some of the standards under it has increased by two by the permission given to two of the primary Anglo-vernacular schools to teach the 7th standard. The number of pupils has increased by 48. The improvements in other respects are also great, and will be shown in greater detail under the two sections of high and middle education. When the

studies of the other Anglo-vernacular schools shall have been gradually raised by one or two standards, secondary education in Berar will not compare unfavourably with that of other provinces.

28. The following statement will show the progress the high school classes have been making during the last five years :—

High schools.

Years.	Akola High School.							Amraoti High School.						
	No. on roll on 31st March.	Average No. on roll during the year.	Average daily attendance.	Fees.	Expenditure.	Annual cost of educating each pupil.	No. of pupils matriculated	No. on roll on 31st March	Average No. on roll during the year.	Average daily attendance.	Fees.	Expenditure.	Annual cost of educating each pupil	No. of pupils matriculated.
				Rs a. p	Rs. a. p.	Rs. a. p.					Rs. a p.	Rs. a. p.	Rs. a p.	
1878-79.	16	14	11	96 8 0	7,010 10 8	500 12 6	1	19	18	16	147 0 0	5,600 5 6	311 2 8	4
1879 80..	21	17	12 7	18 0 0	6,614 2 9	389 1 1		23	20	18·4	168 4 0	4,757 5 6	237 13 10	6
1880-81..	22	18	14	118 0 0	7,270 14 2	403 15 0	4	32	25	22	217 8 0	5,063 3 8	202 8 6	4
1881-82..	26	21·1	16	135 4 0	7,111 2 5	337 0 4	1	35	29·2	25 5	242 0 0	4,850 4 4	166 1 8	3
1882-83	24	23	17	168 12 0	7,416 4 5	322 7 2	2	41	36	29	281 8 0	4,214 0 6	117 0 11	4

On the whole the attendance has nearly doubled during the period, and there is improvement in all other respects. It will, however, be seen that the rate of progress is very different in the case of the two schools. The Amraoti School shows an increase of cent. per cent, while the Akola School of 50 per cent. only. Five years ago the former was considered to be in an inefficient state, and there was a suggestion to close it. It was, however, kept up on a reduced scale of establishment under native management, and since that time its rise, popularity and efficiency have been marked.

As a consequence the cost of education in the Amraoti High School is reduced by 62 per cent., while in the Akola School by 35 per cent. only. Compared with each other, Akola costs 275 per cent. as much as Amraoti per head. Compared with other provinces Berar still shows a high rate of cost of education in high, middle and Anglo-vernacular primary schools, owing to the high salaries of the head masters and the higher assistants being distributed over the few boys in the upper classes. If the school at Akola had been in the Bombay Presidency, the salary of the Head master and his First Assistant would have been distributed over about 75 boys, and the cost per head would have been about one-third.

29. Thirteen candidates went for this examination, 7 from Akola, and 6 from Amraoti, and 6 of them passed, 2 from Akola and 4 from Amraoti. The Sinclair prize was gained for the 4th time in five years by a Amraoti pupil The Amraoti Head Master shows that the percentage of the total number passed to the total number presented for the examination from all schools during the last five years was 32·8, and he passed 63·6 per cent. of the number presented by him; while the Akola school passed 32 per cent., or a little less than the average. When it is remembered that the Akola school presented a smaller number of its best matriculation class and passed a much smaller percentage, it may be said that with all its high and efficient establishment it has lost its prestige, and probably irretrievably. When Mr. Aitken, in his report for 1881-82, had for the first time said that "our first class now has 14 pupils, and it is the largest and in other respects the best first class we have had for some years," it was thought that the school under him was to enter upon a career of activity and prosperity, but as the best class did but little, and as no assurance for the future can be given or depended upon, it would appear that the unfortunate school has yet to complete its course of torpidity. It has more and better feeders than the Amraoti School, it has a more efficient staff of teachers, it has a larger number of non-Beraree pupils, and it has every chance of success on its side, and yet it has lagged behind for a long time. Mr. Aitken writes: "The Bombay university has been steadily raising its entrance standard for many years. Its examination is general, and its standard in English is now so high that it cannot be reached by the generality of boys in ten months, though a boy with a

Matriculation results.

special aptitude for languages may be crammed up to it in that time. And this enforced necessity for cramming marks the great defect of our system which, disregarding the respective qualifications of pupils, makes the matriculation examination the yearly goal of the head master's efforts, and thereby circumscribes his usefulness as an educator." "We are compelled to try to make a show at every matriculation examination, and whether boys are sharp or dull, whether they are strong or weak, whether they have been intended by nature for a college career or not, we have to do our best with them, as long as we can imagine a possibility of succeeding by dint of sheer cramming." There is evidently some confusion of ideas in this. When the standard in English is raised so high, and when a boy is required to have some special aptitude for languages to pass, it is improper to speak of cramming and to dilate upon its usefulness. Masters who will attempt simple cramming can achieve no better success than the Akola School has done. A school-master must be an educator, and he alone can expect success for his pupils in the examinations, but to call him a crammer is to betray one's own weakness. The head master of the Amraoti School points to the difficulty which native masters of high schools feel under the present exaction of knowledge of English by the university examiners. "It is certainly hard for a native to teach idiomatic English; it is only a well educated Englishman that can do so. But we do our best, and must confess that a very large portion of our time has to be devoted to the teaching of this subject." If, as Mr. Aitken says, high school education is nothing better than cramming, certainly an Englishman ought to be better able to cram good English than a native, and ought to show better results under that head at the least.

Middle class schools

30. The following statement gives the statistics of middle class schools :—

Schools.	No on roll on 31st March.				Average No on roll during the year	Average daily attendance	Fees	Expenditure	Annual cost of educating of each pupil	No of boys passed in middle school examination
	1880	1881	1882	1883						
							Rs a p	Rs. a. p	Rs. a p.	
Classes in Akola High School	59	73	99	112	93	78	484 8 0	3,932 2 1	42 4 6	5
Classes in Amraoti do. ..	79	99	110	105	106	78	566 8 0	4,729 2 5	44 9 10	14
Classes in Malkapur primary	10	9	14	25	16	13	76 0 0	1,463 4 6	91 7 3	...
Classes in Ellichpur do. .	14	9	9	23	16	14	76 8 0	1,639 8 9	102 7 7	...
Classes in Basim do ..	7	6	10	6	10	7	38 0 0	1,205 12 3	120 9 3	...
Classes in Akot do. ..		...	...	10	12	11	14 0 0	200 9 9	16 11 6	...
Classes in Khamgaon do .	...	..	...	5	...	...	0 8 0	...	.	...
Total ...	169	196	242	286	253	201	1,236 0 0	13,170 7 9	52 0 11	19
Total for 1881-82.			...	..	208	172·9	1,062 0 0	12,067 0 4	58 0 3	23
Total for 1880-81.	.	...	...	.	173	145	880 8 0	10,919 8 9	63 1 11	26
Total for 1879-80.	...	...	...	.	160	134	803 8 0	10,068 4 4	62 14 10	16

The increase in the number at the end of the year, the average number on roll, average daily attendance, and fee receipts, is steady during the last four years, and by the gradual raising up of studies in the other Anglo-vernacular schools, it is likely to be much greater. The expenditure has increased, owing partly to the transfer of the amount of the salary of the head master at Akot, where the 7th standard class has been newly formed, from primary to secondary education, and partly to the employment of the higher assistants in the Amraoti High School to teach the lower classes, but the cost per head has decreased. Only the high schools teach boys in the 9th standard, the final of the middle course, and the number of passes in it is less by four, the Akola High School having passed a smaller number in this course also than in the preceding year, and much smaller in comparison with the Amraoti School.

31. The other three Anglo-vernacular schools presented 24 boys for the examination in the 7th standard, against 17 in the previous year, and passed 16

against 13. There was improvement; but the percentage of passes was not so high as in the high schools under the same standard, and the Educational Inspector thus accounts for the difference :—

"You are aware that the teachers of these classes in the Anglo-vernacular schools are all able and hardworking men; but through some unavoidable circumstances they are not always able to show as satisfactory results as the teachers in the high schools. In the first place, the pupils in the high schools are more regular and punctual in their attendance, while boys in the Anglo-vernacular schools, most of whom live with their parents, can hardly be made to attend regularly; secondly, boys in the high schools, many of whom live in the boarding houses attached to these institutions, can be kept under better discipline; and being distant from their houses, devote a large portion of their time to study. Moreover, some portion of the time of the head masters of the Anglo-vernacular schools who are in charge of these classes is spent in supervising the work of their assistants, in carrying on correspondence connected with the management of the school, and performing other multifarious duties which devolve on taluk school-Masters. Considering all these circumstances, the results of their labours seem to me to be fairly satisfactory."

V.—Primary Education.

32. As stated before, primary instruction is given in Government, aided and unaided schools. The state of Government schools will be learnt from the following table :—

Districts.	Number of schools and scholars on 31st March.								Average number on roll during the year.	Average daily attendance.	Fees.	Expenditure.	Annual cost of educating each pupil.	Number passed.	
	1882.				1883.										
	Schools.	Scholars.			Schools.	Scholars.								Upper primary school examination.	Lower primary school examination.
		Upper Division.	Lower Division.	Total.		Upper Division.	Lower Division.	Total.							
											Rs. a. p.	Rs. a. p.	R. a. p		
Akola ...	109	1,328	6,237	7,565	109	1,355	5,992	7,347	7,369	5,201	8,585 15 3	58,214 6 1	7 14 5	60	418
Buldana ...	78	558	4,060	4,618	77	603	4,021	4,624	4,464	3,182	4,134 0 3	32,460 12 1	7 4 4	24	257
Basim ...	57	294	2,400	2,694	54	328	2,500	2,828	2,684	2,003	2,516 3 0	17,859 9 4	6 10 6	6	148
Amraoti ...	96	792	6,028	6,820	94	936	5,506	6,442	6,538	4,404	6,135 3 6	40,991 14 2	6 4 4	28	343
Wun ...	48	215	2,279	2,494	47	272	2,329	2,601	2,519	1,812	2,200 8 9	17,448 9 6	6 14 10	7	145
Ellichpur ...	73	514	3,600	4,114	73	660	3,625	4,285	4,069	2,814	3,889 8 6	29,088 10 8	7 2 5	17	228
Total ...	461	3,701	24,604	28,305	454	4,154	23,973	28,127	27,643	19,416	27,461 7 3	1,96,063 13 10	7 1 6	142	1,539
Total for 1881-82 ...	...	...	...	...	...	...	...	...	27,013	19,750	26,144	1,90,429 11 9	7 0 10	109	1,404
Total for 1880-81 ...	...	...	...	...	459	3,025	22,699	25,724	24,311	17,536	22,404 12 6	1,82,609 15 9	7 8 2	89	1,281
Total for 1879-80 ...	...	...	...	...	461	2,455	21,378	23,833	21,611	15,791	19,585 12 6	1,67,934 14 11	7 12 4	71	1,032

During the last four years there has been no increase in the number of schools, except if we take into consideration the 23 branch schools which are attached to as many main village vernacular schools. During the same period, however, the attendance has increased considerably. The average number on roll shows a steady rise. Compared with the last year the average daily attendance shows the falling off owing to the prevalence of sickness during a considerable portion of the year. During the four years the fee receipts have increased by 40 per cent. The number of scholars in the upper primary course has increased, and the number of passes under the upper and lower primary courses, that is, standards VI. and III., shows improvement. The expenditure and the cost of education have slightly increased.

33. Out of the 454 primary schools, 24 are Anglo-vernacular, that is, they teach English with the vernacular to the two highest classes under standards V. and VI. of the primary course. The statistics of these schools are given below :—

District.	No. of Anglo-vernacular Schools.	No. on roll on 31st March 1883.			No. who passed the upper primary course.	Fees.		
		Learning English.	Learning vernacular.	Total.		Rs.	a.	p.
Akola	8	289	985	1,274	60	2,025	9	0
Buldana	5	155	685	840	24	997	14	9
Basim	1	47	189	236	6	282	6	0
Amraoti	5	197	761	958	28	1,078	14	3
Wun	2	67	302	369	7	376	3	0
Ellichpur	3	129	404	533	17	676	8	0
Total ...	24	884	3,326	4,210	142	5,437	7	0
Total for ... 1881-82 ...	24	730	3,317	4,047	109	4,832	10	0
Total for ... 1880-81 ...	24	616	3,212	3,828	89	4,199	14	0
Total for ... 1879-80 ...	24	557	2,982	3,539	71	3,737	15	0

As stated before, these schools were called middle class schools before the receipt of the Government of India's Resolution No. $\frac{1}{2-16}$, dated 6th January 1879. Ten years ago their number was so large as 52, but the higher and English instruction intended to be given in them was not much appreciated, and the Anglo-vernacular classes in many of them were small. The failing schools were converted into vernacular primaries, and those which were likely to succeed were kept up and supported, and the measure has been very beneficial. The converted schools have thriven as vernacular, and the non-converted as Anglo-vernacular schools. Five of the latter now teach one or two standards above the primary course, and, therefore, have been also shown under middle education. Twenty-two of these schools are Anglo-Marathi, and two are Anglo-Urdu sections of high schools placed under the Urdu teachers of those schools, as separate Anglo-Urdu schools have not been kept up. The distribution of the schools is not quite even; one or two schools in the Akola District, and one or two in the Buldana District are not doing as well as they should do, and may have to be relegated. The Deputy Commissioner of Amraoti would like to have an Anglo-vernacular school at Morsi, and the Deputy Commissioner of Basim thinks "the teaching of the 6th standard may be allowed in more than one place in this district." The Educational Inspector recommends the establishment of such a school at Nandura in the Buldana District.

34. The attendance in the Anglo-vernacular schools has been steadily rising, and the rise in the number of English learners is marked when we take into consideration the additional number transferred to middle education. In the 52 schools of 1872 the number of English learners was only 676, and in the present 24 schools it is so high as 884.

During the last four years the fee receipts have increased by 45 per cent., and the number of passes in the uppermost standard doubled. With regard to the present year's examinations, the Educational Inspector writes:—The results of the entrance examinations in the 6th standard held in the High Schools at Akola and Amraoti in November last were very satisfactory. The three Anglo-vernacular schools in which the seventh standard was taught did not, of course, send any boys for this examination, and the school at Murtazapur opened in October last, had no pupils fit to pass the test. The other 18 Anglo-vernacular schools sent 157 boys for the examination, and 114 passed successfully. The schools at Akola and Amraoti stand, as usual, at the head of the list, having passed 16 and 15 boys respectively. The institution at Akot has also kept up its reputation as a very good school, as out of 13 pupils it sent, 11 were considered fit to study the seventh standard. The other schools of the second grade, *viz.*, those at Khamgaon, Jalgaon, and Yeotmal, acquitted themselves creditably. The first two of these sent 9 boys each, and all of them passed the test. The school at Yeotmal sent 7 boys, and passed 6. Considering that this place, though the head quarters of a

district, is not very large, I am of opinion that the result is very satisfactory. Of the third grade schools, those at Tallegaon, Balapur, Mehkar, Ellichpur City and Chikhli did well, each having sent not less than five successful candidates. The schools at Karinja and Deulgaon Raja did moderately, but the result of the Wun school was unsatisfactory, only one boy having passed out of six who appeared for the examination. * * * * * I am glad to state here that the results of the (his own annual) examinations were on the whole satisfactory. While the number on the rolls and the average daily attendance have risen only by 4 per cent., the number of boys examined in all the standards has increased by 10 per cent., and the number of passes by about 16 per cent. This shows that the quality of instruction imparted is improving day by day, and the schools are becoming more and more efficient." He adds—"The Anglo-vernacular school at Amraoti contains 91 English-learning boys, which is the highest number taught in any Anglo-vernacular school, and the school at Pimpalgaon Raja has 12 such boys, which is the smallest number. That education is now better appreciated than before, and that the desire of learning is spreading amongst the inhabitants of the province, is evident from the fact that in almost every Anglo-vernacular school, the English classes contain boys from adjacent villages. In the Mehkar school 20 out of 36 boys learning English belong to other villages. In Ellichpur City out of 54 boys studying English, 22 are from adjoining places. In the schools at Tallegaon and Daryapur the number in the higher classes belonging to those towns is not more than 3. At Karinja the state of things is the same."

35. The two Anglo-Urdu primary divisions of the high schools containing 32 pupils in all have done fairly well during the year. The average number on the roll was 29·6, which is the highest the classes ever had. Nine were examined in the 6th standard, and six passed.

36. Out of the remaining purely vernacular primaries 376 are Marathi, and 54 Urdu schools. Of the former all the Deputy Inspectors give a glowing account and testify to their increasing efficiency. The Deputy Commissioner of Basim compares the state of education in his district during the last six years, and shows there is improvement in each succeeding year. Similar and perhaps more marked progress is to be observed in all the other districts. Of course it is being attained under difficulties, and therefore, perhaps, it is not so great as could have been achieved under more favourable circumstances. The Deputy Commissioner of Amraoti writes :—

"In the 14th para. of the Report the Duputy Educational Inspector has given some very suggestive figures. More than half of the boys that were on the rolls at the beginning of the year left the schools either temporarily or permanently during the twelve months, and although 1,067 returned, yet a large balance is left who must have left for good, most of them probably having got little or no good from the schools. These figures taken in connection with those given at paras. 19 and 24, in which the number of boys who have passed standards over the third, shows how little real good reaches the people from our schools. At the same time para. 16 of the Report shows that a decided improvement has been made in the number of boys studying standards over the third." Major Bullock thinks that unless a pupil has passed in the 4th standard, his education cannot be said to be of any practical use to him, and I concur with him. But when people withdraw their children before they reach that point, it only shows that they are satisfied with less, and this appears to be the case not only in Berar, but in most of the other provinces also, as will be seen from the following statement prepared from the annual reports :—

Percentage of pupils in the Lower Primary course to the total number in the Primary courses.

Berar, 1881-82.	Bengal, 1881-82.	Bombay, 1881-82.	Central Provinces, 1880-81.	Madras, 1880-81.
89·8	92	60	79·5	95·2

Out of every 100 pupils in the Berar vernacular schools about 90 learn the first three standards or are within three years' course. Bengal, the most advanced province, has 92 per cent., and if the shorter duration of the course be taken into account the percentage will be still larger. Madras, another old province, almost Englishized, has 95 per cent. Bombay has the smallest percentage, but this is more than accounted for by the fact that the lower primary education in that province has been taken to comprise only the first two standards. In the Central Provinces it comprises three standards, but two of them are half-yearly, and compared with Berar the quantity of instruction is smaller. Hence it is clear that the small percentage of pupils going up to the higher standards is not peculiar to Berar, but to the whole country.

The following extract from the Bengal Report for 1881-82 will show that primary, and especially lower primary, education forms the bulk of all that is taught even in high schools.

It also shows that the high and middle schools of Bengal are also genuine primary schools, and that the bulk of their pupils are in the primary stage, namely, in high schools 20 per cent. in the upper and 20 per cent. in the lower primary stage; in middle English schools, 24 per cent. in the upper, and 54 per cent. in the lower; and in middle vernacular schools, 20 per cent. in the upper, and 63 per cent. in the lower."

Mahomedan schools and education.

37. Out of the 430 vernacular boys' schools mentioned in the preceding para., 54 are Urdu schools, intended principally for the Mahomedan population and attended by 2,649 pupils, against 2,665 in the previous year. These schools show progress, but not in the same proportion as the Marathi schools do. There is always some dispute or disagreement among the Mahomedan inhabitants of a town or a village or between them and the schoolmaster, and one master in a thousand succeeds in satisfying the contending parties or pulling on well with them and effecting any improvement. The Hindustani Deputy Inspector cites several instances of an injurious effect on the schools. The Deputy Commissioner of Akola writes: "These are still far from satisfactory, as any improvement which may exist one year in a school is often lost in the next year because the school-master may have fallen out with some particular man, who sits himself to spoil the school and put the people against the master" The Deputy Commissioner of Amraoti adds: "The condition of the Hindustani schools has very decidedly fallen off. These schools are the most disheartening ones in the province They are treated with the greatest consideration, and whether it is that masters are bad, or whether it is the fault of the parents, they are constantly failing. The real fact I believe to be that Urdu is of no use in Berar, and so neither parents nor boys take any interest in learning it as taught in our schools."

There can be no doubt that a knowledge of Urdu does not assist the Mahomedans in their daily transactions with the people of the province or fit them to take a share in the Government service. What they should acquire is a knowledge of the language of the people and of the court. But they have a natural pride and prejudice. The Mahomedan children in smaller villages attend the Marathi schools, and compete on equal terms with the Hindu boys; but a village having 50 or 100 Mahomedan houses applies for a Urdu school simply for the honour of having one. In larger places the people ask for an assistant teacher to teach Marathi to the children, but they would not see fit to send them to learn that subject in the Marathi school, which may be located in the same building or next door to it.

38. The Mahomedans care very little for higher education. The percentage of Mahomedan boys in the lower primary division is higher than in the case of Marathi boys. Out of the total of 4,099 there are only 29 Mahomedan lads in the Anglo-vernacular division of primary education, only 10 under middle education, and only one in the high school division.

Results of examinations under all the standards.

39. The following statement shows the results of examinations of Government boys' schools under

all the standards during the last five years:—

Years.	No. of pupils examined.	No. of pupils passed.	Number passed under each standard.										
			I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI. or Matriculation.
1878-79 ..	10,631	5,805	2,527	1,746	936	311	109	73	55	24	13	6	5
1879-80 ...	11,341	6,413	2,846	1,833	1,032	378	142	71	47	34	16	8	6
1880-81 ...	13,596	7,919	3,546	2,167	1,281	520	192	89	46	36	26	8	8
1881-82 ...	15,108	8,845	3,818	2,486	1,404	622	250	109	70	39	23	20	4
1882-83 ...	16,124	9,561	4,037	2,603	1,539	769	318	142	73	47	19	8	6

The number of examiners has increased by more than 50 per cent., and the number of passes nearly doubled during the last five years, showing that there has been a great improvement in teaching the standards. The reason of the inferior results under Standards IX., X., and XI., has been given under high and middle education. The result tested by passes under each of the courses prescribed by the Government of India will be seen from the following statement:—

Year.	Lower Primary School examination.					Upper Primary School examination.					Middle School examination.					Matriculation.				
	No. of pupils under Standards I., II., and III. at the beginning of the year.	No. examined under Standard III.	No. passed.	Percentage of passed to the No examined.	Percentage of passed scholars to the total No on rolls at the beginning of the year.	No. of pupils under Standards IV., V., and VI., at the beginning of the year	No. examined under Standard VI.	No passed.	Percentage of passed to the No examined.	Percentage of passed scholars to the total No. on rolls at the beginning of the year.	No. of pupils under Standards VII., VIII., and IX	No examined under Standard IX.	No. passed.	Percentage of passed to the No. examined.	Percentage of passed scholars to the total No. on roll at the beginning of the year.	No. of pupils under Standards X and XI	No. examined under Standard XI.	No. passed.	Percentage of passed to the No. examined.	Percentage of passed scholars to the total No. on roll at the beginning of the year.
1880-81	21,302	2,716	1,281	47 2	6	2,473	146	89	61·	3 6	169	32	26	81·2	15·4	44	14	8	57 1	18·2
1881-82	22,534	2,921	1,404	48	6 2	3,056	164	109	66 5	5·4	197	36	23	63 9	11·7	55	8	4	50	7·3
1882 83	24,375	3,068	1,539	50·2	6 3	3,719	207	142	68 6	3·8	237	35	19	54·3	8	67	13	6	46 2	9

Had the Akola High School done as satisfactory work as the Amraoti High School, the percentages of passes under all the courses would have been uniformly good. However, they do not compare unfavourably with those in the Bombay Presidency.

40. The results might have been better if we could have provided, where necessary, an adequate staff of assistant teachers. In most of the larger schools, the lower classes are unmanageably large, containing 40, 50 or even 60 boys under all the stages of the 1st standard taught by one assistant, on the smallest rate of salary. The Deputy Commissioner of Buldana writes that "the Deputy Educational Inspector complains of the insufficiency of the teaching staff in schools, and I myself have seen far too large classes in the hands of a single low paid assistant. The Head Master tries sometimes to assist him, but his interests lie with the further advanced boys, whose tuition he himself undertakes." This is all correct, but in the absence of funds there is no help. Teaching the higher standards intelligently is a difficult task, and the head masters have to devote the greater portion of their time to it. They cannot afford to render material assistance to their assistants, and my application to appropriate a larger portion of the cess fund for additional assistants has not been complied with.

It has been repeated that "the class of masters for the lower schools in small villages cannot be expected to improve unless the pay is increased," and Colonel Menzies writes: "I have very little faith in the work of semi-educated youths who receive the same pay as a chaprassi." The salary of the head master of the smallest village school, which is required to teach the 3rd standard, is Rs. 12 per mensem, and the salary of an assistant of the last grade is Rs. 6 per mensem. Whatever may be the opinions of District Officers on this point, I have only to add that the rates are lower in all the other provinces. Whether teachers on such salaries can improve and do any work or not will be seen from the statements of attendance and results for several years past. While our schools are as well attended as in other provinces, and while they produce as good results, they appear at a disadvantage in the statistical returns, as being more costly, and the reason of it is simply this, that the rates of salaries in other provinces are lower.

41. Under the present scarcity of funds, it has been often alleged that the distribution of provincial grant for vernacular education is disproportionate. The Deputy Commissioner of Wun writes: "in last year's review of the Deputy Educational Inspector's report comparison was made between the grant allowed to this district and that of other districts. I have again to note the disproportion. *"

* For 1883.

The total grant of a district for a school establishment consists of a portion of its educational cess fund, and a portion of the total grant from general revenues to vernacular primary education. The following statement shows how the distribution for the current year stands:—

District.	No. of Government vernacular boys' schools on 31st March 1883, maintained from the amalgamated grant (general revenues and educational cess.)	No. of scholars on 31st March 1883 attending those schools.	Amalgamated grant which supports the schools.			Percentage of scholars in the district to the total No. of scholars	Percentage of grant from the provincial revenues to the total provincial grant for vernacular education.
			General Revenues.	Educational Cess	Total.		
			Rs.	Rs.	Rs.		
Akola ...	101	6,073	18,366	16,034	31,400	25·4	23·1
Buldana ...	72	3,784	13,030	6,682	19,712	15·8	16·9
Basim ...	53	2,592	9,960	4,496	14,456	10·9	12·9
Amraoti ..	89	5,484	15,144	14,156	29,300	22·9	19·7
Wun ...	45	2,232	7,750	3,231	10,984	9·4	10·1
Ellichpur ...	69	3,721	12,750	8,398	21,148	15·6	16·6
Total ..	429	23,836	77,000	53,000	1,30,000	...	...

It will be seen that in proportion to the number of children attending the schools in each of the districts, Akola and Amraoti, the two flourishing districts in respect to education, get each of them at least two per cent. of the Government aid less, and each of the other districts gets one per cent. more, Basim getting two. The distribution therefore is favourable to the poorer districts, and there is nothing to be complained of. There should be no objection to the Deputy Commissioners utilizing more of the cess fund for school establishment, when available, but this they are precluded from doing under the limit of Rs. 1,30,000 fixed by the Resident for the purpose.

Government girls' schools.

42. The following statement gives the statistics of Government girls' schools in the province:—

Districts	No. of schools and scholars on 31st March 1882				1883				Average No. on roll during the year	Average daily attendance	Fees			Expenditure			Cost of educating each pupil			No passed in Standard.				
	Schools	Scholars: Upper division.	Scholars: Lower division.	Scholars: Total	Schools.	Scholars: Upper division.	Scholars: Lower division	Scholars: Total												I	II.	III.	IV	Total.
											Rs	a	p	Rs	a	p	Rs.	a.	p.					
Akola ...	1	...	21	21	1		26	26	21	12	1	15	3	233	13	11	11	2	2	8	1	2	.	11
Buldana ...	3	4	124	128	3	5	108	113	120	71	9	5	6	1,068	6	6	8	14	5	16	10	2	2	30
Basim	1	...	25	25	1		25	25	16	8	1	10	0	240	9	11	15	0	7	5	...	.	...	5
Amraoti ...	1	1	39	40	1	3	33	36	37	22	3	12	0	410	13	0	11	1	8	5	3	4		12
Ellichpur ...	2	10	45	55	2	4	52	56	44	28	3	9	3	694	1	7	15	12	5	6	5	2	1	14
Total ...	8	15	254	269	8	12	244	256	238	141	20	4	0	2,647	12	11	11	2	0	40	19	10	3	72
Total for 1881-82...	...	.	...	...	.	..	..	...	264	180		...		2,792	0	11	10	9	3	38	22	11	2	73
Total for 1880-81...	...	...	...	...	8	13	269	282	287	198		...		2,985	8	2	10	7	7	38	11	7	7	63
Total for 1879-80...	...	...	...	...	10	21	313	334	310	215		...		3,629	7	0	11	11	4	22	18	12	2	54

The number of schools is the same, but there is a decrease of 13 in attendance. It is gratifying to find that the schools have not suffered perceptibly by the order for levying fee from the girls The rates are very trifling, and the total collections are not worth mentioning, but it was then thought that the measure, not yet introduced in the older provinces, would blot out of this province the few schools which had no firm footing. It has succeeded, and there is every likelihood of its doing good. Two applications were received at the latter part of the year for Government girls' schools, the people promising to give accommodation and pay the prescribed fee, and one school was opened in April, and is now attended by more than 20 girls. One great feature of the new school is that there is no servant as yet appointed to collect the girls, and the school itself is placed in charge of an assistant on Rs. 8 per mensem. Our former pseudo-Government schools were fixtures. Whether they succeeded or not they could not be transferred, as part of their cost was paid by municipalities, which could not be transferred with them. I hope to get many more applications during the current year, and to be able to extend female education by scattering small and inexpensive schools all over the province. The little girls do not require much of education under the present circumstances, and in many places the schools will be attached as branches to vernacular schools.

43. Out of the 8 schools existing on the 31st March last, 6 were Marathi and 2 Hindustani. Of the former the one at Deulgaon Raja has kept up its position. It had 51 girls on roll, and it passed 22 under the first 4 standards. Two of the others, which were in a very lingering state last year and were therefore proposed to be abolished, have revived under new masters. The remaining three schools showed no signs of improvement. Of the two Hindustani schools, the one at Malkapur is reported to be doing well, the other has dwindled to nothing under a new master, who appears to be incompetent to manage it Out of 90 girls presented for examination under the first four standards in all the schools 72 passed. This is a fair number, but it must be stated that the standards are much easier than those for boys' schools.

Girls attending Government boys' schools.

44. Besides the 256 girls who attended the girls' schools, 79 attended boys' schools, nine of them were examined under the standards applicable to boys schools, and five passed, one in the 5th standard, the highest at present taught in purely vernacular schools.

Classification of scholars attending Government schools.

45. The subjoined table shows the percentage of classes of pupils who compose the total attendance in Government schools:—

Schools		Christians		Hindus										Mussulman.		Others		Total.
				Brahmins		Kunbis.		Low Castes		Other Hindus.		Total						
		Pupils	Percentage	Pupils	Percentage	Pupils	Percentage.	Pupils	Percentage	Pupils	Percentage	Pupils.	Percentage	Pupils	Percentage.	Pupils	Percentage	
High Class	Boys			51	78 5	4	6 2	1	1 5	8	12 3	64	98 5	1	1 5			65
Middle Class	Boys	1	3	205	71 7	22	7 7	4	1 4	44	15 4	275	96 2	10	3 5			286
Primary	Boys	21	·07	3,958	14 1	7,672	27 3	641	2 3	11,780	41 9	24,051	85 5	4,035	14 3	20	07	28,127
	Girls	2	·8	47	18 4	9	3 5			145	56 6	201	78·5	53	20 7			256
Total for 1882 83		24	08	4,261	14 8	7,707	26 8	646	2·2	11,977	41 7	24,591	85·6	4,099	14 3	20	·08	28,734
Total for 1881 82		32	·1	4,159	14 4	8,106	28 06	556	1 9	11,907	41 5	24,818	85 9	4,007	13 8	20	·07	28,677
Total for 1880-81		28	1	3 969	15 1	7,309	27 8	448	1 7	10,900	41 5	22,626	86 2	3,570	13 6	32	1	26,256
Total for 1879 80		19	·07	3,767	15 45	6,915	28 37	415	1 7	10,024	41 12	21,121	86 04	3,226	13 23	14	06	24,380

The percentage of Christians (native) has somewhat decreased, that of Hindus is about the same, and that of Mahomedans has increased. Of the Hindus, the Kunbis have lost a little more than one per cent., but the low castes have gained something, and they have been doing so every year during the last four years. Several of the Deputy Commissioners speak against the segregation of the pupils of this class whom they might have seen, and they would perhaps have the notions and prejudices of the people disregarded at once instead of leaving them to be softened down by increased inter-communication We now see boys of

higher castes sitting along with those of low castes in high and middle schools, and this change was not brought about by direct orders which would have caused opposition. It is enough to say that the low caste pupils are taught as well as the others. Very often they are the best in their classes, and they have found their entrance to the high school classes. Considering their social position, their intellectual progress cannot be said to have been neglected by the teachers.

Schools aided under fixed monthly grants.

46. Information regarding schools aided under fixed monthly grants is given below :—

Number.	Schools.	No. of pupils on 31st March 1883.			Average monthly No. on roll.	Average daily attendance.	No. of pupils passed in the 1st 3 primary standards.	Sanctioned monthly grant.		
		Upper Division.	Lower Division.	Total.				Rs.	a.	p.
1	Yeotmal Christian school ...	12	8	20	22	19	7	65	0	0
1	Akola Christian school ...	...	19	19	17	12	...	30	0	0
2	Amraoti and Buldana Mission schools	7	83	90	81	59	16	40	0	0
3	Village boys' schools in the Akola District	...	68	68	72	54	17	19	3	4
3	Akola Marathi and Murtazapur Marathi and Urdu girls' schools...	3	93	96	86	51	22	25	0	0
10	Total ...	22	271	293	278	195	62	179	3	4

Schools for European and Eurasian children.

47. The European and Eurasian school at Ellichpur, which was almost wholly supported by Government, was closed from 1st of January last. The attendance dwindled down to six pupils, who belonged only to one family, and there appeared no prospect of its rising, as there were no children of school-going age at the station. Of the schools which existed on the 31st March last, the one at Yeotmal is fairly well attended, though it lost four pupils since the last year. Out of the 20 pupils 8 are boys and 12 girls. It is taught by two mistresses, who get between themselves Rs. 80 per mensem, and who are more zealous than experienced. The school committee, including Dr. Chamarett, take great interest in it, and assist it in every respect. The Deputy Commissioner writes that the school supplies a great want and is succeeding well, though the attendance is not expected to rise. Of the three classes into which the school is divided, the first class did fairly in reading and writing, but "in other subjects, such as grammar and arithmetic, cramming appeared to have been resorted to, and the pupils were therefore unable to understand, much less to explain or to apply grammatical or arithmetical rules in practice. The lower two classes did not acquit themselves well." I visited the school and saw that the teaching required to be made more intelligent and practical.

48. The attendance in the Akola school has increased a little, there being 9 boys and 10 girls on the rolls, against 6 and 10 in the preceding year. They were divided into four classes, Mr. Aitken, of the Akola High School examined the school under special instructions, and reported that the highest class, consisting of four girls, was examined under the 2nd of the Bombay standards, and on the whole passed creditably. The second class, consisting of four girls and one boy, gave evidence of very careful and patient teaching. The other two classes were not far advanced. He observed that "the mistress is to be congratulated on the success of her labours. To have divided her time and attention between so many classes, and to have brought each under a different standard to its present efficient state, cannot have been an easy task, and she deserves all praise." The school was well looked after by Mr. Butcher, the Honorary Secretary of the School Committee, "to whose Christian zeal for the welfare of the classes to whom the children belong, it is largely indebted for the interest taken in it, and the

support which it has received. But it is not unlikely that very soon it may lose his valuable assistance, and then, unless some one comes forward to fill his place, misfortune will follow." The rules and standards sanctioned by the Government of India in their Resolution No. $\frac{2}{56-57}$, dated 8th February 1883, for European and Eurasian schools, will be introduced into the schools, or at least the local committees will be requested to adopt them as soon as copies of them, which have been applied for, are received for distribution. The standards fixed are simple, and the grants recommended are liberal; but it is yet a question whether the schools in the mofussil will acquire stability under them.

Mission schools.

49. The number on roll of the mission schools has increased from 78 to 90, but the average monthly number has decreased from 87·5 to 81. The Amraoti school, the most important of the two, is thus reported upon:—"The general condition of the school continues to be not very satisfactory. The progress made has not been either very sound or systematic. The attendance has been irregular. I do not, however, think that the masters could be much blamed for these failings. It is more owing to the inherent defects. The character of the attendance precludes any very systematic or sound instruction or instruction of a very high character." We do not expect instruction of a very high character in this school, but we pay enough for systematic and sound instruction. The school passed 15 boys under the 4 standards for indigenous schools. The standards for Government schools which it had formerly adopted were perhaps found too high for the character of the pupils. The Deputy Inspector complains of such repeated changes by the managers of this school as they prevent any comparison being made. It appears that the Buldana Free Church Mission School "does not do justice to the liberality which Government has been showing it. The attendance is as small as 25 pupils, and the school succeeded in passing one boy only in the 2nd standard."

Village boys' schools.

50. Out of the six village boys' schools which existed in the Akola District at the beginning of the year three were closed, the people finding themselves unable to continue their subscriptions after the stipulated periods. Of the remaining three schools one is Urdu and has no prospect of success. The Marathi schools are reported to be under good teachers and capable of improving, but whether they will live long is a question. They are all poorly attended, and have not as yet shown fair work. The system of partially self-supporting schools, to which the villagers are directly required to pay half the cost every month, has failed in Berar as well as in other parts of the country.

Native girls' schools.

51. Of the three aided girls' schools, the one at Akola is now partly supported by the municipality and partly by Government, and therefore loses its character of being a private school. It is looked after by a committee, who have been "able to secure a good master, and the attendance under his management is very fair, and the girls are taught well." Of the two schools at Murtazapur, the Marathi one has done fairly well, though the attendance has not been regular or steady. It passed 16 girls under the first three standards. The Urdu school is on the verge of abolition. "The master is so much broken down with age that he can hardly do any justice to his post, and the managers assert that he cannot be successfully replaced." This is strange, and shows that in the case of private aided schools there is no party which can be held responsible for the return of the money spent. The master set the authority of his employers at nought by absenting himself for a long time without permission, and they say the school cannot get on without him.

Indigenous schools.

52. The following statement shows the state of indigenous schools in Berar and the extent to which they are utilized and encouraged:—

Statement.

District.	No. of indigenous schools on 31st March 1882.	No. of indigenous schools inspected and examined during 1882-83.	No. of pupils examined.	No. of schools which earned grants and prizes during 1882-83: No. of indigenous schools which earned proficiency and capitation grants including prizes	No. of schools which earned proficiency grants and prizes and not capitation grants.	No. of schools which received prizes only.	Total.	No. of pupils under each standard who earned grants-in-aid: I.	II.	III	IV.	V.	Total.	Amount of grant earned: Proficiency.	Capitation.	Prizes	Total.
														Rs. a. p.	Rs. a. p.	Rs. a. p	Rs. a. p
Akola	123	101	699	34	20	42	96	291	148	67	34	5	544	776 6 0	333 0 0	118 4 9	1,227 10 9
Buldana	81	44	423	25	7	12	44	182	90	38	5		315	409 14 0	218 8 0	58 10 0	687 0 0
Basim	37	32	319	10	4	4	18	65	47	18	3		133	198 9 0	85 8 0	28 4 0	312 5 0
Amraoti	66	65	342	22	11	6	39	133	128	30			291	466 0 0	216 0 0	72 8 0	754 8 0
Wun	35	23	198	4	11	5	20	45	34	20	..		99	146 6 0	29 0 0	25 13 6	201 8 6
Ellichpur	63	45	298	8	15	14	37	95	47	23		..	165	221 9 0	92 8 0	30 4 6	344 5 6
Total	405	310	2,270	103	68	83	254	811	495	196	40	5	1,547	2,218 12 0	974 8 0	333 12 9	3,527 0 9

There were 405 schools known to the Deputy Inspectors as existing at the beginning of the year, and 310 were visited by them. They examined 2,270 pupils, or 424 more than in the preceding year. It is satisfactory to observe that 29 more schools gained proficiency and capitation grants, and 18 more schools obtained proficiency grant and prizes. Very few schools teach beyond the 3rd standard. The grant given during the year exceeded that of the preceding year by Rs. 1,173-10-3, and was the largest the schools ever had. The average of proficiency and capitation grants obtained by each school is Rs. 18-10-9, against Rs. 16-9-6 of the preceding year.

53. It is to be remembered that the instruction given in these schools is of an inferior kind as compared with that given in Government schools. The Deputy Inspector for Akola, who gave the largest amount of grants, writes:—"The standards for examination of indigenous schools contain a lower course of studies than those for Government schools and the test, too, is applied very mildly there, because it is considered desirable to give them as much encouragement as the rules would allow. Some of the masters of good schools were ambitious of competing with the Government schools, and had prepared their boys according to the standards for those schools." It would be easy to raise the standards and the test and to give larger grants to those which succeed in passing boys under them, but then it would be cutting off a very large number of these schools from Government patronage, and making their existence much more precarious, unless two sets of standards be prescribed, and option given to present boys under either of them. In my last report I tried to give the qualifications and other professions of all the teachers in the Akola District. I note below a specimen of a school in the Amraoti District which was attended by so many as 26 pupils. The master—"native of Karinja, himself taught in an indigenous school, professionally a shop-keeper, which he still is. His school and shop are joined together. Master's qualifications seem to be scanty." His work—"out of the boys in attendance six once belonged to the Government school where they were learning 2nd and 1st standards, and six belonged to other indigenous schools. These boys seemed to have learnt nothing new here, if not forgotten what they had studied before. The master confesses that he pretends to teach nothing beyond ujalni, &c. It is a waste of time of such boys as having learnt their 1st standard or any higher standard elsewhere have come here now." Deputy Inspector's remarks:—"I can hardly perceive that much progress has been made by the pupils. The master, who is a cripple, joins his school to shop-keeping in order to eke out sufficient maintenance. Both the professions joined together hardly yield him three rupees a month." Many instances of this kind can be cited, and they point out that instruction given in indigenous schools is yet of the lowest kind, and that the people's desire for schools in which their boys can learn something useful deserves consideration.

54. In March 1883, there were 121 prisoners receiving instruction in reading, writing, and arithmetic in the jails at Akola and Amraoti, against 128 in the previous year. In each of the jails there are three classes taught at the same time for one hour during the day. The paid master at Amraoti had about 70 boys to teach, and he had no assistant. Much could not be expected of him under the circumstances; but he appeared to the Deputy Inspector to be "very willing and anxious to show some results, and has tried his best to teach some useful things to his charge." The master at Akola has a convict assistant, and the Deputy Inspector found the three "classes well brought in all subjects except hand-writing, which is not practised for want of writing materials. The master works with zeal and devotion." The first class in each of the jails reads the Berar Third Book, writes to dictation in Modi and Balbodh, and does sums in the simple rules. The second class reads the Second Book, and the last class the First Book. Unless each class gets at least one hour's teaching from the master, its progress cannot but be slow.

Jail schools.

55. In the last annual Report it was stated that in February 1881 the number of European and Eurasian children of school-going age (between 5 and 15) was 116, and that 64 were under school or home instruction. At the end of March 1882, the three aided schools for this education were attended by 51 pupils, and on the 31st March last, the remaining two schools were attended by 39 pupils. The Eurasian population of each of the districts and railway stations in Berar is so much unfixed, that it is not possible to calculate upon it at any one time for the establishment of a school of the smallest kind. At one time Ellichpur could send more than 20 pupils to its school, but in January last it had not more than 6 pupils to send, and those of one family only. The Akola school is now attended by 19 pupils, and this number is likely to be reduced soon, on account of the transfer of the Judicial Commissioner's Office to Amraoti. The daily attendance is already very small, and there is danger of the school going to ruins. The school at Yeotmal is as yet fairly attended and supported; but its present state depends upon only one family, that of Dr. Chamarett, who sends more than half a dozen children of his house, and pays more than half of the local subscription. I do not think such a support is likely to be received by a school at Basim or Buldana, but Amraoti is rising in importance and in its Eurasian population, and it is the only place where a third attempt for a school is worth being made.

Education of the children of Europeans and Eurasians.

56. Physical education in schools is being more and more extended and becoming more and more popular every year. When I visited a school, I was always asked by the masters and the members of committees to witness some exercises of the pupils on the play-ground, and this was an indication of the great interest taken by masters and the generality of the people in the subject, though an instance is not wanting of a President of a School Committee and an Honorary Magistrate maintaining that gymnastics were suited to police constables and not to school-boys, and refusing to sign a voucher for the payment of a sum sanctioned for gymnastic apparatus until desired by the Deputy Commissioner. The total number of school gymnasia in the province on 31st March was 144. The one attached to the Training College at Akola is the best, where the future teachers improve their physique along with their mind, and acquire the power to develop the whole nature of man. It did not appear that the students of the Akola High School were at all encouraged to play, for when I examined them in the subject at the time of the annual examination of the classes, very few of them came forward to show their feats, and those few had learnt them in the Anglo-vernacular schools from which they came. The gymnasium of the Amraoti High School was not very "freely used" for want of a stationary teacher. The district teacher attends it during the rains, when the master states it is inconvenient for the boys to play. The Commissioner, Mr. Howell, wished that it should be covered, but as regimental gymnasia are open, the proposal to erect a cover was not approved of. Physical education has received the greatest attention in the Akola District, in which the number of gymnasia has now increased to 72. Many of its schools "have now got masters or assistants who themselves have received some training

Physical education.

in gymnastics, and this circumstance has facilitated the opening of more gymnasia and encouraged the attendance of more boys. The gymnastic master, who is very active and zealous in his work, has endeavoured to make these institutions popular. He visited almost all the schools in the district, having travelled 688 miles."

VI.—Special Education.

Training College.

57. The Training College is the only institution which is intended for special education, *viz.*, of preparing masters for vernacular schools. Its statistics are given below:—

Years.	No of students at the end of the year.					Average No of students on roll during the year		No of students examined and passed in the 1st year's and certificate examinations								No of students who obtained employment
	Marathi side.		Hindustani side.					Marathi side				Hindustani side				
								Examined.		Passed		Examined		Passed		
	Stipendiary.	Free.	Stipendiary.	Free	Total	Marathi side	Hindustani side	First year's course	Second year's course	First year's course	Second year's course	First year's course	Second year's course.	First year's course.	Second year's course	Hindustani side.
1878 79	25	1	14	...	40	26	12	16	10	4	4	6	4	3	2	11	2
1879-80	43	1	9	...	53	29	11	13	11	10	9	7	4	...	2	12	...
1880-81	59	1	10	1	71	49	10	29	11	13	6	6	3	4	2	11	2
1881-82	60	6	13	..	79	61	11	35	25	24	16	6	3	5	3	25	3
1882-83	56	1	15	1	73	59	14	33	27	28	5	8	5	7	3	19	5

This year the attendance instead of increasing has slightly fallen down, owing to the number of free students having been reduced by four, and all the scholarships on the Marathi side not having been filled up. The average number on roll, however, does not show any decrease. It is in the examination results that the institution appears at a disadvantage this year. Against 19 of the previous year only 8 students passed in the 2nd year's or final course. In the 1st year's course, however, 35 passed against 30. The Principal writes:—"This small result was never expected by me, and has been the first of its kind since my appointment to the principal's post in 1877. The material of the year under report was not so good as that of the previous year, and consequently much of the instruction given would appear to have been quite lost upon the students. All the 32 candidates, with the exception of 5 or 6 only, were indigenous Berarees, whereas during the previous year nearly half the number of the men then on roll was of outsiders, mostly from the Bombay Presidency. From my personal experience I say, and I think every one will agree with me in maintaining, that the Beraree student has got, on the whole, whatever the reason be, less of understanding and thinking powers, less of retentive memory, and less of love for learning than the Bombay student, and that this fact in itself makes it more difficult to prepare the former for examination than the latter. * * * Again, with the advance of education in this province there is an advance made by examining bodies also, and hence day by day examinations under all standards whatever, are becoming harder and harder, which Beraree students, with all the efforts they and their teachers make, are not sometimes able to keep pace with. This year's arithmetic and language papers were unusually hard, and lengthy besides, as may be seen from a perusal of them, and the examiners, it appears, examined the answer papers of the candidates with more than ordinary rigidness." There is considerable truth in the above remarks. We are trying to get more of the Beraree element introduced into the service, but with this we incur the responsibility of bringing up a lower order of culture for comparison with that which has been better attended to for years past. When there is a large number of Beraree scholars in the class, the teachers cannot simply think of progressing with the few who are naturally above them in understanding and early parental care. The drag is very heavy. The Principal speaks favourably of the current year's class, and it is hoped it will prove much more successful. The 8 passed men were appointed as certificated teachers, and 16 of the unpassed were appointed

uncertificated teachers, 19 from the Marathi and 5 from the Hindustani side. The others were rejected.

58. 95 candidates on the Marathi and 34 on the Hindustani side sat for the entrance examination of the college, against 81 and 27 in the previous year, and 30 and 9 were declared fit for admission. To fill up the vacant scholarships on the Marathi side four assistant masters and one student of the high school were allowed to join; but out of the 35 nominees, 10 did not join; others were nominated in their places, but only five of them joined. "This fact in itself is sufficient to show how Berarees throw up exhibitions and refuse to go to learn, although they are paid for it." It is a well known fact that the Berarees are much more home-loving than any other people in the country; the province is full of foreigners in every line of business, but no Beraree will be found outside its limits. To allow even grown-up children to go and stay at any distance from his house is against the nature of a Beraree.

VII.—Exhibitions and Scholarships.

59. There are 146 exhibitions and scholarships to connect the vernacular with the Anglo-vernacular schools, the Anglo-vernacular with the middle and high schools and the high schools with the colleges of Bombay; 10 scholarships for encouragement to the study of the vernacular languages, and 75 for students in the Training College.

Anglo-vernacular schools exhibitions, each of Rs. 4 per mensem.

60. There are 95 scholarships of Rs. 4 each for students of vernacular schools, to be held in Anglo-vernacular schools after passing in the 4th vernacular standard. 10 of these are reserved for students of Hindustani schools, and of the remaining 85, the Akola District has got 21, Amraoti 20, Buldana 13, Wun 11, Basim 10, and Ellichpur 10. Excepting two they were all filled up. The Wun Deputy Commissioner complains that "in the matter of scholarships, the district is not treated with the liberality that it deserves;" and the Basim Deputy Commissioner writes that "there should be an increase in the number of scholarships, and if in re-distribution the Director could arrange to supply 15 to this district, this would doubtless be a great help in encouraging higher education." A few years ago these exhibitions were not much coveted, and even now they are given up without the slightest ceremony. But if there be a greater desire for them now, it must be all over the province; and in proportion to the attendance in each district the Wun and Basim Districts already have more than what they would be entitled to. Perhaps a larger number is required for the whole province, and if possible provision for them will be made.

High and middle school exhibitions, each of Rs. 6 or 5 per mensem.

61. Out of the 42 exhibitions tenable in the middle and higher sections of the high schools, *viz.*, 15 of Rs. 6 each and 27 of Rs. 5 each, 7 are reserved for Mahomedan students. 40 of the places were filled up. In the Amraoti school 5 exhibitions were given to new comers, against 2 in the previous year, and 6 were given in the Akola High School, against 3 in 1881-82.

University scholarships, each of Rs. 20 per mensem.

62. There are nine university scholarships, of Rs. 20 each per mensem, to be held in the colleges of arts and sciences in the Bombay Presidency by students passing the matriculation examination from the Berar High Schools, and seven of them were filled up as stated in para. 26. The three new matriculates who gained the scholarships this year were all from the Amraoti High School.

Vernacular scholarships, each of Rs. 10 per mensem.

63. There are 10 scholarships, each of Rs. 10 per mensem, founded for encouraging the study of vernacular languages, and are tenable in the high schools by such students as pass an examination in vernacular grammar, idiom and literature, and obtain 40 per cent. of the marks. Six of these scholarships are for Marathi and four for Hindustani candidates. Out of 14 candidates examined on the Marathi, and 5 on the Hindustani side, 3 and 2 passed respectively.

64. Of the 75 scholarships in the Training College, 31 are of Rs. 7 each for the second year's students, and 44 of Rs. 6 each for the first year's students. Four of the latter remained vacant for reasons stated in para. 58.

Scholarships in the training college.

VIII.—Employment of Students in the Public Service.

65. During the year only one person was sent to me for examination for admission into the public service under the Resident's Book Circular No. IX. of 1882, and he obtained the certificate. With regard to this examination or to preparing boys for it, the Deputy Commissioner of Basim writes:—"It may be a matter for consideration whether it may not be possible in one school in each district to introduce classes where a few scholars may be specially prepared for the different branches of the service, for though it will now be a *sine qua non* for candidates to show a certificate of their having passed the prescribed test, still heads of departments will doubtless prefer those candidates who have obtained some knowledge of the duties of the department they wish to enter. The 6th standard test is doubtless a very good general test, but it cannot be considered a special test of qualification except for employment in the educational department itself." This is a subject of special education and it can be undertaken if special funds be provided for it.

66. One B. A. of Berar was employed by the Educational Department as assistant master in the Amraoti High School on Rs. 50, and one matriculate has been employed as clerk in Director's office; one matriculate has been employed by the Deputy Commissioner of Buldana and another by the Deputy Commissioner of Basim. Besides these, 54 pupils of High, Anglo-vernacular and vernacular schools were employed in the different departments, the Educational Department taking 40 of them, the Revenue Department 5, the Police Department 5, and the Postal Department 2, on salaries varying from Rupees 6 to Rs. 25. The Deputy Commissioners of Amraoti and Buldana recommend that measures should be adopted to make the education of the village officials compulsory. "Until we make a knowledge of reading and writing necessary qualification in a candidate for the office of patel, we shall never find these village officers as a body interesting themselves in the general progress of education, and on them does that progress chiefly depend. I am under the impression that an order to this effect, in which a prospective date was fixed for its application, was once issued by the Resident of the time."

IX.—Books.

67. The Book Department has been more active, and at the same time more economical, than at any other period during its existence. There has been no increase in the number of book depôts, but the transactions of the central depôt have been brisk, as will be seen from the following statement:—

Languages	Balance on 31st March 1882		Books purchased during the year 1882-83		Books printed		Total		Books sold during the year		Balance on hand on 31st March 1883	
	Copies.	Amount.	Copies.	Amount.	Copies.	Amount.	Copies.	Amount.	Copies	Amount.	Copies.	Amount.
		Rs. a. p		Rs a. p		Rs a p		Rs a p		Rs a. p		Rs a p.
English	6,741	3,315 5 0	4,098	1,803 0 2			10,839	5,118 5 2	3,721	1,645 11 2	7,118	3,472 10 0
Marathi	48,324	5,437 4 4	31,242	10,407 0 9	45,251	4,709 9 0	124,817	21,453 14 1	64,378	13,052 9 4	62,439	8,401 4 9
Sanskrit	2,982	1,084 8 6	72	149 8 0	..	...	3,054	1,184 0 6	170	190 10 0	2,884	993 6 6
Persian	207	59 14 9	98	21 8 6		..	305	81 7 3	90	23 8 6	215	57 14 9
Urdu	6,734	1,492 8 7	3,977	384 9 3		..	10,711	1,877 1 10	4,044	544 2 0	6,667	1,332 15 10
Total	64,088	12,239 9 2	39,487	12,765 10 8	45,251	4,709 9 0	149,726	29,714 12 10	70,403	15,456 9 0	79,323	14,258 3 10

The number of volumes printed and purchased during the year was 84,738, of the selling price of Rs. 17,475-3-8, and the amount paid for them was Rs. 14,345-7-1. This shows a difference of Rs. 3,129-12-7 in favour of the depôt. The sales numbered 70,403 volumes, and fetched Rs. 15,456-9-0; and if the gross profit on them be calculated on an average at the rate of the difference shown above, it will amount to about Rs. 2,750, and if the cost of establishment and the commission paid to branch depôt keepers be deducted from it, there will be left some clear gain to Government for the first time. The books sold to school

libraries forms a large item of Rs. 4,008 in this year's accounts, but even deducting this, the sales are in excess of those of the preceding year.

68. The money account of the Book Department is shown below :—

Receipts.	Rs.	a.	p.			
Stock on 31st March 1882	12,239	9	2			
Cash in hand	0	3	7			
				12,239	12	9
Books received during the year	17,475	3	8			
Sale of broken boxes	43	3	0			
Sale of Berar School Paper and Sanitary Primer ...	6	5	3			
				17,524	11	11
				29,764	8	8

Disbursements.	Rs.	a.	p.			
Amounts paid into Treasury—						
Sale of broken boxes	43	3	0			
Sale of Berar School Paper and Sanitary Primer ...	6	5	3			
Sale proceeds of books	15,100	13	11			
Commission	354	0	1			
Stock on 31st March 1883	14,258	3	10			
Cash in hand with branch book depôts, Murtazapur and Ellichpur	1	14	7			
				29,764	8	8

Text Book Committee.

69. During the year, the Text-book Committee revised the departmental book on the Geography of Berar in Marathi and the Anklipi or book on the multiplication tables, both of which are shortly to be reprinted. The Departmental Second Reading Book is under revision. The Committee also reported upon three other productions which were presented for patronage: (1) Multiplication Tables in Urdu prepared by Mr. Mahomed Husain, Assistant Master in the Amraoti High School; (2) Vyakarna Páthámalá, or easy introduction to Marathi Grammar, by Mr. Damodar Krishna Tilak, Head Master of the Anglo-vernacular School at Murtazapur; and (3) Mushivi-Niswan, a book in Urdu on the rearing of children, by Mr. Hafiz Fakhr-ud Din of Lahore. The first is recommended for revision, the second for use in Vernacular Schools after certain changes, and the third for prizes.

70. One of the members of the Text-book Committee, Mr. Dunlop, has now left the province, but it does not appear necessary to fill up the vacancy, as the burden of revision and criticism falls more upon the native than upon the European members.

X.—Miscellaneous.

School-houses and repairs.

71. The following statement shows the number of school-houses completed and in progress during the year, and the expenditure incurred on them :—

District.	No. of Schools.		Cost.		
	Completed.	Under construction.	Rs.	a.	p.
Akola	...	3	8,950	0	1
Buldana	6	...	1,472	1	7
Basim	2	1	2,379	5	3
Amraoti	3	12	9,697	6	0
Wun	5	4	4,339	1	6
Ellichpur	5	2	3,742	11	5
Total ...	21	22	30,580	9	10

The amount of work done and the money spent is about the same as in the previous year. With such a large yearly increase of school accommodation, it

appears that we have yet about 100 school-houses to provide for, and by the time we finish them, it will be necessary to think of re-constructing those which have been already built The scarcity of accommodation in the Amraoti High School has been complained of for the last three years, and the preparation of a plan and estimate is long delayed in the Executive Engineer's Office. The Akola High School and the Training College are also in want of sufficient accommodation, the alterations, and additions to the rooms, proposed more than a year ago, have yet to be executed. A new building is very immediately and urgently required at Wun, as the present one threatens to crush the pupils every moment, and there is no other available. The Anglo-vernacular school at Amraoti, the largest in the province, is very injuriously crowded. Major Bullock has kindly raised a sum of about Rs. 3,837-11-0 by subscription for it, and it is hoped the inconvenience will be soon removed. The pupils in the Anglo-vernacular school at Akola are divided into sections, which meet at different hours during the day for want of sufficient accommodation. The extension lately made to the Akot school-house has been found to be altogether insufficient. In fact there is yet much to be done to meet the want which in some cases is very urgently felt.

72. There has been some difference of opinion regarding the plans for the construction of new buildings. The local engineering officers have advocated terraced roofs in place of dhaba or mud roofs approved of by the Resident. Whatever may be the final decision on this point, it appears necessary to have cheaper and at the same time more substantial buildings, such as those which the people or the Tahsildars can build. Several of the new expensive buildings had to be re-roofed. At a rate varying from Rs. 1,000 to 3,000 per school we cannot expect to supply our wants for years to come.

73. Rs 9,851-13-11 were spent on repairs during the year, against Rs. 8,363 of the preceding year. Rs. 1,652 were spent from the general revenues on high and Anglo-vernacular school buildings, and the rest from educational cess and fees on vernacular schools. The cost of repairs rises every year, and includes old as well as new buildings. A small village school-house built in 1880 cost Rs 164 for repairs this year. It will be better if the work be entirely entrusted to the school committees in all the districts.

School furniture and school libraries.

74 The expenditure on school furniture amounted to Rs. 7,468-4-5, or Rs. 2,047-1-8 more than in the preceding year Of this sum Rs. 2,674-6-9 were paid from fees of the schools and the rest from educational cess.

75. Books of the value of Rs. 4,875-2-3 were given to the libraries of high schools, Training College and vernacular schools. The books given to the vernacular schools are all on school subjects, and contain much information useful to school-masters, who have been desired to study them, and the Deputy Inspectors have been asked to see that the masters do improve themselves by their reading and make use of their increased knowledge in explaining and illustrating the subjects they have to teach. A monthly magazine on agriculture is now being printed in Berar, and it has been decided to supply its numbers to such schools as can pay for them from their fees. The periodical will be useful and interesting to the cultivators, to whom it will be read and explained by the masters

School committees

76. The number of visits paid to schools by the school committees has steadily increased during the last three years, as will be seen from the following table:—

District	1880-81.	1881-82.	1882-83
Akola ...	80 ...	85 ...	87
Buldana ...	28 ...	67 ...	98
Basim ...	25 ...	43 ...	36
Amraoti ...	92 ...	142 ...	113
Wun ...	41 ...	65 ...	65
Ellichpur ...	50 ...	61 ...	119
Total ...	316	463	518

It is true the assistance and co-operation expected from or rendered by these

local bodies will be in proportion to their own education and social position, and the encouragement afforded to them by Government. The village committees can hardly be said to know anything of education. Except the Pandya and the Marwadi, very few of the old members can read and write. In larger villages also very few know anything of school education, or can test the progress of boys. But every effort has been made to enlist their sympathies, and the large pecuniary and other assistance rendered by them has been pointed out as the result in several of the last reports. The Deputy Inspectors, excepting those of Basim and Amraoti, acknowledge the assistance given by these bodies, and mention the names of some of the members who took special interest. Such members should receive some distinctive honors at the annual darbars. In my report to the Education Commission, I have recommended that the President of a School Committee should be entitled during the tenure of office to a chair in the presence of officers, and that his election should be left to the people themselves. Such a measure is, I think, calculated to call forth emulation, and to do great good to the schools. Such of them as already possess certificates of chairs may according to their assistance and zeal in the cause of education, get honorary titles. One or two such acknowledgments will go a great way to show to the people the importance which Government attaches to education, and its desire to distinguish those who exert to promote it. For the first distinction of the kind I would recommend Mr. Gabusing, Jamadar, Special Magistrate of Akot, who directly influenced the improvement of schools in the Akot Taluka, the most advanced in the whole of Berar, and indirectly that of schools in other districts.

Boarding establishments.

77. The boarding establishments attached to the high and training schools are now entirely managed by the students themselves. The one at Akola was up to the end of December last placed by the Head Master, Akola High School, under the immediate superintendence of a clerk on Rs 10 per mensem, whose salary was added to the messing charges, and the Training College students not only complained of it, but represented that the clerk was of no service to them. Mr. Aitken did not approve of the idea of giving self-government to the pupils as was already conceded at Amraoti, and he therefore proposed that his connection with the institution be severed, and that the superintendence be made over to the Principal of the Training College. This was done, and the result has been completely satisfactory. The Principal of the Training College writes—"I am glad to report that the boarders now take greater interest, and feel more pleasure also, in managing their own affairs properly and to the entire satisfaction of all of them than under the old system. Whatever is done now, it is done with the consent of the majority, the result of which is that there are now no complaints at all, and this is the only remedy to check them, with regard to the management of the whole boarding concern. Another advantage of this new system is that the boarders are in fact taught practically how they should, by living within their means, economically manage their own affairs on what is called the self-government principle. * * * The total receipts during the year amounted to Rs. 3,518-1-7, and the total expenditure to Rs. 3,406-14-6, leaving thus by the end of the year a net balance of Rs. 111-3-1." The Head Master of the Amraoti High School writes that "the boarding house itself serves to prepare boys for the world they have to enter. * * * Some parents have assured me that their boys acquired good business habits in this institution." The subjoined statement will show the state of these establishments as compared with that of the preceding year:—

Locality.	Number of boarders on 31st March.		Average monthly number of boarders during		Average monthly cost for each boarder	
	1882.	1883.	1881-82.	1882-83.	1881-82.	1882-83.
				Rs.	Rs. a. p.	Rs. a. p.
Akola	77	88	65	69	4 3 5	4 9 3
Amraoti	74	77	65	75	4 2 3	4 0 5

It must, however, be stated that their further development is impeded by want of accommodation which Government have hitherto furnished. The rooms at Akola are injuriously overcrowded, and at Amraoti the institution had to be split into three sections, two of which are held in two hired places. The necessity for boarding and lodging houses at other places also has been greatly felt. Our Anglo-vernacular schools, and even some of the important vernacular schools, are not now quite local. More than half the number of boys in the upper classes will be found to belong to other places in the taluka or district, as will be seen from the extract from the Educational Inspector's report given under para. 34. In the forecast of educational buildings required for his district, Major Mackenzie has stated: "I would very urgently press for the boarding-house under heading I. We much want some place of the kind for boys from the larger villages, who would come to the central school but for the difficulties now experienced in the way of being put up and properly looked after." The same difficulty is felt at Akola (city), Amraoti (city), Akot, Malkapur, Karinja, Tallegaon, Murtazapur, Yeotmal, and several other places; and it appears very desirable to remove it and to give encouragement to village boys to prosecute their studies at higher schools.

Literature.

78. There was only one book printed and registered in Berar during the year, named "Marki Mahatma," or account of a devotee, Markinath, who lived at Marki in the Amraoti District, where a great fair is annually held in his honour. A work named "Shadritu Varnana," or description of the seasons, by an assistant master, was awarded a prize of Rs. 50 in 1877, and the author was informed that if he eliminated the defects pointed out by the Vernacular Literature Committee and improved the book, the question of raising the grant would be considered. He did improve the production, and was granted an additional reward of Rs. 50 during the year.

Literary institutions.

79. To the list of 13 libraries or reading rooms reported last year, one addition was made at Anjangaon Surji in the Ellichpur District. The particulars of the institutions are given in the following table:—

District.	Locality	Average No of subscribers during the year.	Rates of subscription.	Average monthly income. Subscription.	Average monthly income. Other sources.	No. of books in the library	No. of books issued to subscribers during the year.	No of news-papers. Vernacular and Anglo-vernacular	No of news-papers. English.
				Rs. a. p.	Rs. a. p.				
Akola ..	Akola ..	38	Re. 1, as. 8, & 4	20 0 0	10 0 0	125	18	6	5
	Akot ...	31	Do.	15 4 0	...	229	84	7	1
	Jalgaon ...	27	Do.	12 2 0	...	86	16	5	2
	Balapur	25	Do.	11 0 0	...	13	13	9	2
Buldana.	Malkapur ...	26	Do.	14 8 0	...	175	19	9	3
	Buldana ...	28	Do.	17 0 0	...	50	20	7	1
	Chikhli ...	14	Do.	6 0 0	..	98	98	6	3
	Mehkar ...	39	Re. 1, as. 8, 4 &2	15 9 0	...	240	479	14	2
Basim ..	Basim ...	17	Re. 1, as. 8, & 4	11 0 0	10 0 0	548	72	5	2
Amraoti ..	Amraoti ...	86	Rs.2 Re.1.as.8&4	40 9 10	25 0 0	577	803	15	8
Wun ...	Wun ...	12	As. 12,6,4 & 2	5 0 0	...	70	50	2	1
	Yeotmal ...	16	Rs. 2 & 1 as. 8&4	10 0 0	10 0 0	106	15	9	4
Ellichpur	Ellichpur Cantonment	48	Do.	36 0 0	4 0 0	755	300	32	4
	Anjangaon Sarfikhas ...	30	Do.	13 0 0	...	...	...	8	...

Many of the libraries have their own buildings, and some of them are very good in appearance. The Akola library was located in a small room of the Town Hall, but a spacious and imposing house is now being built for it in a conspicuous locality, one Deshmukh in the Akola District having liberally contributed the large sum of Rs. 1,000 for the construction. The library at Amraoti is well supported by the people, has a large collection of books, and a large number of readers.

It is curious to observe that the books in the library at Mehkar, a small out-of-the-way town, should have been more frequently used by its members than those in larger institutions situated at zilla stations. I visited the institution and found that the Tahsildar of the place, Mr. Parashram Ganesh, had supported it with all his influence and maintained it in an excellent order. The library at Ellichpur is greatly assisted by European gentlemen; has the largest number of books, and gets the largest number of newspapers, many of which are presents from the officers.

Literary associations.

80. The "Vaktrutwotejak Sabha," connected with the Amraoti library, this year presented three themes to be spoken on. One was "Local Self-government; its objects and the best means to popularize it;" and another "Encouragement to local industry; how that could be given," with a review of the present condition of that industry. Seven candidates spoke on the first subject and six on the second; and the meetings were well attended. The year's subscriptions amounted to Rs. 225-14-0.

Shikshak Samaj.

81. I have to report the formation of another association during the year. Strictly speaking it is not a literary one; but it is intimately connected with the well being of the Education Department, and deserves to be noticed. In March last a proposal was submitted by Mr. Vishnu Moreshwar Mahajani, Head Master of the Amraoti High School, recommending the foundation of a teacher's association for the province, and as I entirely approved of it, I invited several of the masters to meet at Akola at the end of the month, and to discuss it in all its details, and if they decided on forming the association, to lay down rules for carrying out its object. The institution has been formed under the name of *Shikshak Samaj* (teacher's association), and its objects are stated to be:—

(1) Improvement of the teachers themselves,
(2) Improvement in the methods of teaching,
(3) Adoption of means to improve their position among the people,
(4) Representation of their difficulties to the Educational authorities with the view of getting them solved or removed.

To carry out these objects, a working committee, with Mr. Vishnu-Moreshwar as its president, has been formed, and it has been resolved to have a library of such books as will be particularly useful to teachers and to circulate them to members; to have an annual gathering for discussing subjects, giving lectures, teaching sample lessons on subjects previously selected by members; to give publicity to the opinions and views of experienced teachers regarding management and tuition; to invite criticism on them; to make a free use of the Berar School Paper for interchange of ideas, and should there be any inconvenience, difficulty or impracticability in carrying out the departmental orders, to point it out and to suggest modifications. It is hoped the association will succeed and be an instrument of great power in producing intellectual and professional improvement among the teachers and solid advantage to the schools.

Conclusion.

82. The reports of the subordinate Educational Officers and of Deputy Commissioners are herewith forwarded. The former show the progress of the department in all its branches, and the latter review the operations in each district connected with primary education. It will be seen that extension of primary education as given in departmental schools, and very much coveted by the people has stopped for several years for want of funds, or rather unwillingness to spare them, and that education given in indigenous schools has been greatly encouraged and aided

during the year. It will also be seen that the stoppage to the increase of schools has not checked increase in attendance during the same period, and that there has been a steady improvement in the efficiency of the schools and a great decrease in cost of education. A strong desire for primary education has been awakened, and the people have willingly come forward with large contributions to supplement what they pay in the shape of education cess. The standards have been taught with much greater reference to understanding and mental culture and practical use to the pupils in after life, and the annual examinations have been more thorough and searching. This has called forth an amount of labour and constant attention to work on the part of the teachers, and they have sustained them willingly. Of the inspecting staff, Mr. Jones formed "a very high opinion" after having "had ample opportunity for judging." "All these officers address themselves to their duties with much zeal and singular honesty of purpose;" and I find it difficult to make a selection from them to be brought to the favourable notice of the Resident. The valuable services of Mr. Shriram Bhikaji Jatar, the Educational Inspector, have been repeatedly acknowledged. The great success which had attended for years the exertions of Mr. Vishnu Moreshwar Mahajani, Head Master of the Amraoti High School, compelled me to recommend a personal allowance to him, and I was glad to find the Resident entertained the application. The patient industry and constant application to work of Mr. Nilkant Narayan Bhat, Principal of the Training College and Editor of the Berar School Paper, deserve special mention. The work of all the seven Deputy Inspectors named in the margin, and the activity and zeal of the Deputy Inspector of Basim, have met with the entire approval of the Deputy Commissioners and myself.

Mr. Balkrishna Laxuman Bapat, Amraoti.
" Bajaba Ramchandra, Akola.
" Waman Ganesh, Buldana.
" Vinayak Ramchandra, Wun.
" Balaji Narsiah, Ellichpur.
" Laxuman Govind, Basim.
" Nurkhan, Deputy Inspector, Hindustani Schools.

83. To mention the names of deserving teachers would be to fill up a long list. Many of those named in the margin have long established their reputation as successful masters and have been brought to notice in former annual reports.

Mr. Hari Moreshwar,	Head Master,	Anglo-Vernacular School,	Malkapur.
" Keshava Brahmagiri,	do.	do.	Ellichpur Cantonment.
" Sadashiv Govind,	do.	do.	Akot.
" Laxuman Krishna,	do.	do.	Akola.
" Purshotam Ganesh,	do.	do.	Basim.
" Pandurang Balkrishna,	do.	do.	Ellichpur City.
" Govind Mahadeo,	do.	do.	Mehkar.
" Balwant Shripat,	do.	do.	Tallegaon.
" Shitaram Waman,	do.	Vr. School,	Pathurda, Akola District.
" Bhikaji Laxuman,	do.	Do.	Nair, Wun District.
" Moro Narayan,	do.	V. S. Mangrul	Dastgir, Amraoti District.
" Mahadeo Ramchandra,	do.	Marathi School,	Karasgaon, Ellichpur do.
" Gopal Raghunath	do.	"	Sindkhed, Buldana District.
" Laxuman Mahadeo,	do.	Vernacular School,	Risod, Basim District.

84. Mr. Parashram Ganesh, Tahsildar of Mehkar, Mr. Waman Narayan Bapat, Tahsildar of Chandur, and Mr. Balkrishna Kashinath, Police Inspector of Ellichpur, are three of the many officers in other departments who have taken continued interest in schools; and Mr. Gabusing, Jamadar, Special Magistrate and President of the School Committee at Akot, Mr. Vishwanath Atmaram, President of the School Committee at Murtazapur, Mr. Rustamrao, Deshmukh, President of the School Committee at Budner Bholji, and Mr. Mahadeo-Nagoji, Patel and President of the School Committee at Nauza, are a few of the members of School Committees who have assisted schools with their influence and money.

I have the honour to be,

Sir,

Your most obedient Servant,

NARAYAN B. DANDEKAR,

Director of Public Instruction,

Hyderabad Assigned Districts.

EDUCATION.

GENERAL FORM No. I.—*Return of Colleges, Schools, and Scholars, for the official year* 1882-83.

Area and population of the Province.					Colleges, schools, and scholars.	Secondary education.		Primary education.	Special or technical education.	Percentage of schools and scholars to population.			Remarks.
No. of districts.	No. of divisions	Total area.	Cultivated area.	Total population.		High schools.	Middle schools.	Primary schools.	Normal schools.	High schools.	Middle schools.	Primary schools.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
					Institutions.. For Males ...	2	7	867	1	·00007	·00026	·032	
					Institutions.. For Females..	...	...	12	...	...	...	·00045	
6	1	17,711	*11,346	2,672,673	Total ...	2	7	879	1	·00007	·00026	·03	*As entered in the Resident's Administration Report of the Hyderabad Assigned Districts for the year 1880-81.
					Scholars ... Males ...	65	286	35,360	73	·0024	·01	1·32	
					Scholars ... Females ...	...	...	†494	...	...	...	·018	† Includes 124 girls attending institutions for males.
					Total ...	65	286	35,854	73	·0024	·01	1·34	

EDUCATION.

GENERAL FORM No. II.—*Return of Colleges, Schools, and Scholars, for the official year* 1882-83.

Class of Institutions.	Government Institutions.							Aided Institutions.							Unaided Institutions under regular inspection.							Grand total of Institutions.	Grand total of scholars on 31st March.	Grand total of scholars on 31st March learning			Classification according to race or creed of the scholars on 31st March.				
	No. of Institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance.	No. of scholars on 31st March learning: English.	A classical language.	A vernacular language.	No. of Institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance.	No. of scholars on 31st March learning: English.	A classical language.	A vernacular language.	No. of Institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance.	No. of scholars on 31st March learning: English.	A classical language.	A vernacular language.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28-a	28-b	28-c	28-d	28-e
High and Middle Schools.																															
Secondary education. For boys. *High Schools.* English ...	2	65	59	46	65	63	46	...	...	...	...	...	...	.	...	...	...	...	..	..	...	2	65	65	63	46	...	...	64	1	...
Secondary education. For boys. *Middle Schools.* English ...	7	286	253	201	286	240	286	...	...	...	...	...	...	..	...	...	...	...	...	...	...	7	286	286	240	286	...	1	275	10	...
Primary education. For boys. English ...	...	...	...	...	...		...	2	(a) 39	39	31	39	..	...	...	...	...	...	...	...	...	2	39	39	...	...	39	...	...	...	...
Primary education. For boys. Vernacular...	454	(b) 28,127	27,643	19,416	884	32	28,127	215	(c) 4,579	4,535	3,657	...	49	4,530	196	(d) 2,739	2,518	2,106	...	12	2,727	865	35,445	884	93	35,384	...	43	30,743	4,639	2[illegible]
Primary education. For girls do. do.	8	256	238	141	...	...	256	4	114	104	69		...	114	...	...	...	...	...	...	...	12	370	...	...	370	...	20	270	80	...
Schools for special or technical training.																															
Normal schools for Masters ...	1	73	73	59	...	16	73	...	...	...	...	...	...	...	...	...	...	...	...	.	...	1	73	..	16	73	...	...	57	16	...
Total ...	472	28,807	28,266	19,863	1,235	351	28,788	221	4,732	4,678	3,757	39	49	4,644	196	2,739	2,518	2,106	...	12	2,727	889	36,278	1,274	412	36,159	39	64	31,409	4,746	[illegible]

[a] Includes 2[illegible] girls. [b] Includes 79 girls.
[c] Includes 15 girls. [d] Includes 8 girls.

EDUCATION.

General Form No. III.—*Return of Expenditure on Educational Establishments, Hyderabad Assigned Districts, for the official year* 1882-83.

Class of Institutions.	Expenditure																				Average annual cost of educating each pupil.				
	Government Institutions.							Aided Institutions						Unaided Institutions under regular inspection.							Government Institutions		Aided Institutions.		Unaided Institutions.
	Provincial Revenues.	Educational Cess	Town Fund.	Municipal Fund	Subscriptions.	Fees.	Total	Provincial Revenues.	Educational Cess.	Town Fund.	Fees.	Other sources	Total	Endowments.	Fees.	Total.	Total Government expenditure	Total expenditure from other sources.	Grand total of expenditure.	Percentage on total expenditure.	Total cost.	Cost to Government.	Total cost	Cost to Government	Total cost.
1	2 a.	2 b.	2 c.	2 d.	2 e.	2 f.	2	3 a.	3 b	3 c.	3 d	3 e.	3	4a	4 b.	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs	Rs	Rs.	Rs	Rs	Rs	Rs	Rs.	Rs.	Rs	Rs	Rs.	Rs	Rs	Rs.	Rs.	Rs.	Rs a p	Rs. a p	Rs. a. p	Rs a p	Rs. a. p
Secondary education. — High and Middle Schools ... For Boys, English ...	24,125	...	...	...	...	676	24,801	...	...	...	...	...	...	.	-	..	24,125	676	24,801	6·6	79 7 10	77 5 2	...	...	...
Primary Education. — Primary schools. For boys — English..	...	...	...	...	...	...	...	1,881	...	...	643	556	3,080	...	..	...	1,881	1,199	3,080	·8	...	...	78 15 7	48 3 8	...
Primary Education. — For boys — Vernacular	1,22,550	51,641	144	278	...	21,450	1,96,063	4,003	...	120	16,617	692	21,432	..	...	...	1,26,553	90,942	2.17,495	57 9	7 1 6	4 6 11	4 11 7	0 14 1	...
Primary Education. — For girls — Vernacular...	1,337	...	874	437	...	...	2,648	284	...	...	...	478	762	..	...	...	1,621	1,789	3,410	·9	11 2 0	5 9 10	7 5 3	2 11 8	...
Schools for special or technical training.																									
Normal Schools for Masters ..	4,331	...	...	...	...	...	4,331	...	...	...	...	...	...	...	...	...	4,331	...	4,331	1·2	59 5 3	59 5 3	...	...	...
Direction ...	18,416	...	..	...	...	...	18,416	..	...	...	...	...	...	..	...	...	18,416	...	18,416	4·9	...	...	...	...	...
Inspection ...	28,635	480	...	...	...	...	29,115	...	...	...	...	...	..	.	...	...	28,635	480	29,115	7·8	...	...	...	...	...
Scholarships. — Colleges..	1,746	...	...	...	...	...	1,746	...	...	.	...	...	...	..	...	...	1,746	...	1,746	·5	...	...	...	...	..
Scholarships. — Schools ...	10,938		...	...	...	...	10,938	...	...	...	...	...	...	...	...	..	10,938	...	10,938	2·9	...	...	...	...	...
Buildings ...	10	30,570	...	...	..	...	30,580	...	...	...	...	...	...		...	...	10	30,570	30,580	8·1	...	...	...	.	...
Miscellaneous ...	(a)18,426	(b)12,954	100	30	...	...	31,510	...	...	...	...	...	...	...	...	...	18,426	13,084	31,510	8 4	...	..	...	...	...
Total ...	2,30,514	95,645	1118	745	...	22,126	3,50,148	6,168	...	120	17,260	1,726	25,274	...	...	...	2,36,682	1,38,740	3,75,422	..	...	...	...	...	.

[a]			[b]		
School Repairs	Rs.	1,652	School Repairs	Rs	7,537
Text Book Committee	,,	62	Do Furniture	,,	4,794
Govt Book Depot	,,	16,659	Clerks in Depy. Comr's Office.	,,	594
Book and prize allowance	,,	50	Pension	,,	29
		18,426			12,954

EDUCATION.

GENERAL FORM No. IV.—*Return showing the result of prescribed examinations during the official year* 1882-83.

Nature of examination.	Number of Institutions sending Examinees.			Number of Examinees.				Number passed.				Percentage of passed scholars on total No. on rolls at the beginning of the year.	
	Government Institutions.	Other Institutions.	Total.	Government Institutions.	Other Institutions.	Private students.	Total.	Government Institutions.	Other Institutions.	Private students.	Total.	Government Institutions.	Other Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
SCHOOLS :—													
Matriculation	2	...	2	13	...	...	13	6	...	...	6	9	...
Middle School Examination ...	2	...	2	35	...	...	35	19	...	...	19	8	...
Upper Primary School Examination. Boys ...	23	...	23	207	...	...	207	142		...	142	3·8	...
Upper Primary School Examination. Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary School Examination. Boys ...	399	80	479	3,068	319	...	3,387	1,539	126	...	1,665	6·3	1·8
Lower Primary School Examination. Girls ...	4	2	6	13	14	...	27	10	5	...	15	3·9	5·4

EDUCATION

SUBSIDIARY FORM No. II.—*Statistical Return of High and Middle Schools (English and Vernacular) for boys for the official year* 1882-83.

District.	Name or class of Institution.	No. of Institutions.	No. of scholars on the rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March.			No. of scholars on 31st March learning				Expenditure.			Annual cost of educating each scholar.		No. passed		Remarks.
			In High School	In Middle School	Total			Native Christians.	Hindus.	Mahomedans.	English.	Vernacular.	Persian.	Sanscrit.	Grants from Provincial Revenues.	Fees.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination	Middle School examination.	
1	2	3	4a	4b	4	5	6	7a	7b	7c	8a	8b	8c	8d	9a	9b	9	10	11	12	13	14
	English Schools, Government.														Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
Akola ...	Akot anglo-vernacular School ...	1	...	10	10	12	11	...	10	...	10	10	...	...	200	...	200	16 10 8	16 10 8	...	...	
	Khamgaon Anglo-vernacular School ...	1	...	5	5	(a)	(a)	...	5	..	5	5	...	...	...	...	...	...	...	...	...	
	Akola High School ...	2	24	112	136	116	95	1	134	1	136	136	3	131	11,014	336	11,350	97 13 6	94 15 2	2	5	
Buldana	Malkapur Anglo-Vernacular	1	...	25	25	16	13	...	25	...	25	25	...	...	1,452	11	1,463	91 7 0	90 12 0	...	...	
Basim ...	Basim Anglo-Vernacular	1	...	6	6	10	7	...	6	...	6	6	...	...	1,204	2	1,206	120 9 7	120 6 5	...	...	
Amraoti .	Amraoti High School...	2	41	105	146	142	107	...	136	10	146	127	10	136	8,637	306	8,943	62 15 8	60 13 2	4	14	
Ellichpur .	Ellichpur Cantonment Anglo-Vernacular ...	1	...	23	23	16	14	...	23	...	23	23	...	23	1,618	21	1,639	102 7 0	101 2 0	...	...	
	Total ...	9	65	286	351	312	247	1	339	11	351	332	13	290	24,125	676	24,801	79 7 10	77 5 2	6	19	

(a). Opened in March 1883.

SUBSIDIARY FORM No. IV.—*Statistical Return of Primary schools*

District.	Name or class of Institutions.	No. of Institutions.	No. of scholars on the Rolls on 31st March. In Upper Division.	In Lower Division.	Total.	Average No. on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March. Europeans and Eurasians.	Native Christians.	Others.	Hindus.	Mahomedans.
1	2	3	4-a.	4-b.	4	5	6	7-a.	7-b	7-c.	7-d.	7-e
	English Schools Aided.											
Akola ...	Akola European and Eurasian school ..	1	...	19	(a) 19	17	12	19	...	...	...	...
Wun ...	Yeotmal English Grammar school	1	12	8	(b) 20	22	19	20	...	...	...	...
	Total Aided schools...	2	12	27	39	39	31	39	...	...	...	...
	Total English schools...	2	12	27	39	39	31	39	...	...	...	...
	Vernacular Schools.											
Akola ..	Government	109	1,355	(c) 5,992	7,347	7,369	5,201	...	7	13	6,356	971
	Aided	79	101	(d) 1,464	1,565	1,565	1,307	...	5	...	1,429	131
	Unaided	63	10	(e) 856	866	866	769	...	...	...	750	116
	Total ...	251	1,466	8,312	9,778	9,800	7,277	...	12	13	8,535	1,218
Buldana	Government	77	603	(b) 4,021	4,624	4,464	3,182	...	4	1	3,748	871
	Aided	36	...	711	711	711	551	...	10	...	639	62
	Unaided	40	...	667	667	667	562	...	...	...	647	20
	Total ...	153	603	5,399	6,002	5,842	4,295	...	14	1	5,034	953
Basim ...	Government	54	328	2,500	(g) 2,828	2,684	2,003	...	...	...	2,472	356
	Aided	15	...	265	265	271	236	...	...	...	238	27
	Unaided	19	..	221	(b) 221	214	177	...	...	...	208	13
	Total ...	88	328	2,986	3,314	3,169	2,416	...	...	...	2,918	396
Amraoti.	Government	94	936	5,506	(j) 6,442	6,538	4,404	...	2	6	5,568	866
	Aided	40	7	1,079	1,086	1,086	807	...	7	...	1,071	8
	Unaided	30	...	458	(m) 458	458	334	...	...	...	373	85
	Total ...	164	943	7,043	7,986	8,082	5,545	...	9	6	7,012	959
Wun ...	Government	47	272	2,329	(k) 2,601	2,519	1,812	...	3	...	2,226	372
	Aided	11	7	198	205	205	171	...	...	...	196	9
	Unaided	19	...	201	201	† ...	† ...	...	...	...	201	...
	Total ...	77	279	2,728	3,007	2,724	1,983	...	3	...	2,623	381
Ellichpur	Government	73	660	3,625	(l) 4,285	4,069	2,814	...	5	...	3,681	599
	Aided	34	8	739	747	697	585	...	...	...	632	115
	Unaided	25	4	322	326	313	264	...	..	...	308	18
	Total ...	132	672	4,686	5,358	5,079	3,663	...	5	...	4,621	732
	Total Government schools.	454	4,154	23,973	28,127	27,643	19,416	...	21	20	24,051	4,035
	Total Aided schools...	215	123	4,456	4,579	4,536	3,657	...	22	...	4,205	352
	Total Unaided schools...	196	14	2,725	2,739	2,518	2,106	...	...	...	2,487	252
	Total Vernacular Schools.	865	4,291	31,154	35,445	34,696	25,179	...	43	20	30,743	4,639
	Grand Total English and Vernacular Schools ...	867	4,303	31,181	35,484	34,735	25,210	39	43	20	30,743	4,639

(a.) Includes 10 girls. (b.) Includes 12 girls. (c.) Includes 21 girls. (d.) Includes 8 girls. (e.) Includes 3 girls. (f.) Includes 18 girls

* Rs. 500 expended on Ellichpur European and Eurasian school, which is closed, have been excluded.

CATION.

(*English and Vernacular*) *for Boys for the official year* 1882-83.

No of scholars on 31st March learning				Expenditure.							Annual cost of educating each scholar.		No. passed.		Remarks.
English.	Vernacular.	Persian.	Sanscrit.	Grants from Provincial Revenues.	Educational Cess.	Town Fund	Municipal Fund	Fees.	Subscriptions.	Total.	Total cost.	Cost to Government.	Upper Primary school examination.	Lower Primary school examination.	
8-a.	8-b.	8-c	8-d	9-a.	9-b.	9-c.	9-d.	9-e.	9 f.	9	10	11	12	13	14
											Rs. a. p.	Rs. a. p.			
19	...	..	...	360	...	...	..	382	37	779	45 13 2	21 2 10	...	...	
20	...	...	...	1,021	...	...	...	261	519	1,801	81 13 10	46 6 7	...	4	
39	...	...	...	* 1,381	...	..	...	643	556	2,580	66 2 6	35 6 7	...	4	
39	...	...	...	1,381	...	...	...	643	556	2,580	66 2 6	35 6 7	...	4	
289	7,347	14	...	34,899	15,770	144	...	7,401	...	58,214	7 14 5	4 11 9	60	418	
...	1,565	...	...	1,396	...	...	120	4,678	...	6,194	3 15 2	0 14 3	...	35	
...	866	..	...	...	...	...	...	...	...	...	...	...	...	...	
289	9,778	14	...	36,295	15.770	144	120	12,079	...	64,408	7 3 4	4 1 0	60	453	
155	4,624	...	...	21,868	6,936	...	...	3,657	...	32,461	7 4 4	4 14 5	24	257	
...	711	...	..	525	...	120	...	2,548	...	3,193	4 7 10	0 11 10	...	20	
...	667	..	...	...	...	...	...	...	...	...	.	...	...	...	
155	6,002	..	...	22,393	6,936	120	...	6,205	...	35,654	6 14 4	4 5 3	24	277	
47	2,828	...	...	11,815	4,144	...	...	1,900	...	17,859	6 10 6	4 6 5	6	148	
...	265	..	...	337	...	...	...	928	...	1,265	4 10 8	1 3 11	...	13	
...	221	..	...	...	...	...	...	...	...	...	...	...	...	...	
47	3,314	...	...	12,152	4,144	...	...	2,828	...	19,124	6 7 6	4 3 11	6	161	
197	6,442	18	...	23,571	13,557	...	...	3,864	...	40,992	6 4 4	3 9 8	28	343	
...	1,086	.		1,145	..	...	...	4,554	572	6,271	5 12 5	1 0 10	...	37	
...	458	.	..	...	...	...	...	...	.	...	...	...	...	...	
197	7,986	18	...	24,716	13,557	...	...	8,418	572	47,263	6 3 2	3 3 10	28	380	
67	2,601	..	.	12,555	3,236	...	...	1,657	...	17,448	6 10 10	4 15 9	7	145	
...	205	.	...	229	...	...	...	1,056	...	1,285	6 4 3	1 1 10	...	7	
...	201	.	...	...	.	...	...	...	...	...	...	...	...	...	
67	3,007	...	...	12,784	3,236	.	...	2,713	...	18,733	6 14 0	4 11 1	7	152	
129	4,285	...	...	17,842	7,998	..	278	2,971	...	29,089	7 2 5	4 6 2	17	228	
...	698	49		371	...	...	..	2,853	...	3,224	4 10 0	0 8 6	...	10	
...	314	12	...	...	..	...	...	...	...	...	...	...	...	...	
129	5,297	61	..	18,213	7,998	...	278	5,824	...	32,313	6 12 6	3 13 2	17	238	
884	28,127	32	...	122,550	51,641	144	278	21,450	. .	1,96,063	7 1 6	4 6 11	142	1,539	
...	4,530	49	...	4,003	...	120	120	16,617	572	21,432	4 11 7	0 14 1	...	122	
...	2,727	12	...	...	...	..	...	...	...	...	...	...	...	..	
884	35,384	93	..	1,26,553	51,641	264	398	38,067	572	2,17,495	6 12 2	3 14 11	142	1,661	
923	35,384	93	...	1,27,934	51,641	264	398	38,710	1,128	2,20,075	6 5 4	3 10 11	142	1,665	

(g.) Includes 25 girls (h.) Includes 5 girls. (j.) Includes 1 girl. (m.) Includes 12 girls. (k.) Includes 13 girls. (l.) Includes 1 girl.
† Information not supplied.

EDUCATION.

SUBSIDIARY FORM No. V.—*Statistical return of primary schools (English and Vernacular) for Girls for the official year* 1882-83

District	Name or class of Institutions	No. of Institutions	No of Scholars on the Rolls on 31st March: In upper division.	In lower division.	Total	Average No. on the Rolls during the year.	Average daily attendance.	Classification according to race or creed of the Scholars on 31st March: Hindus	Mahomedans.	Native Christians.	Europeans and Eurasians	Others.	No of Scholars on 31st March learning. Vernacular.	Expenditure: Provincial Revenues	Town Fund	Municipal Fund	Other sources.	Total.	Annual cost of educating each Scholar: Total cost.	Cost to Government.	Number passed: Upper Primary School Examination	Lower Primary School Examination.
1	2	3	4-a	4-b	4-	5	6	7-a	7-b	7-c	7-d	7-e	8	9-a	9-b	9-c	9-d	9	10	11	12	13
	Vernacular Schools.													Rs.	Rs.	Rs.		Rs.	Rs. a. p.	Rs. a. p.		
Akola ...	Government ...	1	..	26	26	21	12	26	...	...	...	...	26	120	...	114	...	234	11 2 3	5 11 5	...	2
	Aided	1	3	40	43	37	19	43	...	...	...	...	43	153	...	150	...	303	8 3 0	4 2 2	...	1
	Total ...	2	3	66	69	58	31	69	...	...	...	...	69	273	...	264	...	537	9 4 2	4 11 4	...	3
Buldana ...	Government ...	3	5	108	113	120	71	65	48	...	...	...	113	539	529	...	...	1,068	8 14 5	4 7 10	...	2
Basim ...	Government ...	1	...	25	25	16	8	25	...	...	...	...	25	122	...	119	...	241	15 1 0	7 10 0	...	...
	Aided	1	...	18	18	18	18	.	...	18	...	...	18	1	...	..	204	205	11 6 3	0 0 11	...	...
	Total ...	2	...	43	43	34	26	25	...	18	...	...	43	123	...	119	204	446	13 1 11	3 9 11	...	...
Amraoti ..	Government ...	1	3	33	36	37	22	36	..	...	...	...	36	207	...	203		410	11 1 4	5 9 6	...	4
	Aided	2	...	53	53	49	32	26	27	...	...	...	53	130	...	..	124	254	5 2 11	2 10 5	...	4
	Total ...	3	3	86	89	86	54	62	27	...	...	.	89	337	...	203	124	664	7 11 6	3 14 8	...	8
Ellichpur ..	Government ...	2	4	52	56	44	28	49	5	2	...	...	56	349	345	...	...	694	15 12 4	7 14 11	...	
	Total Govt. Schools ...	8	12	244	256	238	141	201	53	2	...	...	256	1,337	874	436	...	2,647	11 1 11	5 9 10	...	10
	Total Aided Schools...	4	3	111	114	104	69	69	27	18	...	...	114	284	..	150	328	762	7 5 3	2 11 8	..	[illegible]
	Grand Total Vernacular Schools ...	12	15	355	370	342	210	270	80	20	...	...	370	1,621	874	586	328	3,409	9 15 6	4 11 10	...	15

EDUCATION.

SUBSIDIARY FORM No. VI.—*Statistical Return of Schools for special or technical training for the official year* 1882-83.

District.	Name or Class of Institutions.	No. of Institutions.	Total No. of scholars on 31soll March.t	Average No. on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March.		Number of scholars on 31st March learning.		Expenditure.	Annual cost of educating each pupil.	
						Hindus.	Mahomedans.	Vernacular.	Persian.	Grants from Provincial Revenues.	Total cost.	Cost to Government.
1	2	3	4	5	6	7-*a*.	7-*b*.	8-*a*.	8-*b*.	9	10	11
											Rs. a. p.	Rs. a. p
	D.—*Normal Schools for Masters.*											
Akola ...	Government	1	73	73	59	57	16	73	16	4,331	59 5 3	59 5 3

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Hyderabad Assigned Districts
AKOLA, 1*st June* 1883.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

Extract from the Proceedings of the Resident at Hyderabad, No. 127, dated Hyderabad Residency, the 14th January 1884.

Read—

The Annual Report on Public Instruction in the Hyderabad Assigned Districts for the year 1882-83.

RESOLUTION.

The Educational Report for 1881-82 was forwarded to the Government of India unreviewed by the Resident, although it had the advantage of a review by Mr. Howell. The statistics for two years have therefore now to be noticed. A Report on Education in the Hyderabad Assigned Districts was presented to the Education Commission in November 1882 by Mr. Lee Warner, and the Report of the Indian Education Commission has recently been received.

2. The pith of these reports as regards Berar may be stated thus :—

a. Education reaches only 11 per cent. of the male population of school-going age.

b. "The question of the adequate extension of primary education is altogether a matter of money."

c. To provide for this extension certain changes in, and additions to, the present system have been proposed.

3. The total number of scholars in the Berar schools has been more than quadrupled since the first departmental year 1866-67, and although at present the province lags behind Bombay, Bengal, Madras and Coorg in the percentage of boys attending school, it is in advance of other parts of India. There is less education than in the adjoining (north-eastern) division of the Bombay Presidency, but the province is on a par with the neighbouring districts (Nagpur, Bhandara and Wardha) of the Central Provinces. Brahmans, traders, tailors, dyers, and the higher artisan classes seem in Berar to be most alive to the advantages of education; but* among agricultural castes only six per cent. of the boys attend school, and amongst the menial castes and aborigines the porportion sinks very low indeed. These classes, however, are more scattered in small villages than are the non-agricultural castes, and their lack of education is due in part to the difficulty of supply even where a certain demand exists. This appears* notably to have been the case in the Akola District in 1881-82. Looking at the statement given in para. 11 of the Report for 1882-83, the Resident gathers that education is more plentiful in the plain taluks of Ellichpur than in any other district, and that notwithstanding this (or probably as a consequence of it) numerous applications for new schools were received by the Deputy Commissioner and the Deputy Inspector while on tour in the district. In Wun, which is the most backward district, a few more schools have been sanctioned during the past year, but have not been opened for want of funds. In Amraoti six schools were closed in places capable of maintaining them, an exceptional instance of retrogression which needs explanation.

Cf. Education Commission's Report, page 35 and Appendix, page 10.

* Cf. Report 1882-83, para. 45, Berar Census Report, p. 203.

* Report 1881-82, para. 9.

4. The further extension of primary education in Berar is a question partly of the provision of funds, and partly of their application. No balance sheet showing the pecuniary position of the educational department is given in the report; and this is an omission which, as Mr. Howell pointed out, the Director should rectify. The sources of income are stated to be (*a*) Government grant, (*b*) educational cess, (*c*) fee receipts including re-admission fees, (*d*) municipal contributions, and (*e*) popular contributions.

5. The Government grant is Rs. 2,40,000, or about two-thirds of the total cost of education in the province, a proportion much in excess of the percentage borne by provincial revenues in other parts of India. In this con-

Cf. Education Commission's Report, para. 575.

nexion, however, the Resident desires to draw the attention of the Commissioner and the Director to the recommendations of the Education Commission (para. 222), and to request that a report on the change therein proposed may be submitted, and its financial bearing clearly shown.

* Cf. also para. 6 of Mr. Lee Warner's Review of the Report on Education in the Hyderabad Assigned Districts.

6. The local rate or educational cess is levied at 3 pies in the rupee, or about 1½ per cent.; this, the Director urges, should be increased to two per cent., the rate at which it is levied in Bombay and the Central Provinces. The percentage* however borne by the local rates to the total expenditure on education is 24·9 in Berar; in Bombay it is 25 9; in the Central Provinces 20·8; and in India generally 16·4; so that *prima facie* this is not a head under which further increase is desirable. Before any recommendation can be considered, a statement should be submitted giving the information asked for in para. 10 of the Commissioner's letter submitting the Education Report for 1882-83.

Education Commission's Report, page 575.

The Resident has already informed the Commissioner that it was never intended, as has been supposed, to limit the aggregate allotment made for Primary education to a fixed sum of Rs. 1,30,000. It was desired gradually to reduce the provincial grant-in-aid made to Primary schools and to throw their whole cost on the local rate. The accumulations of the Educational Cess are, therefore, available for any well devised scheme for the extension of village education. The error by which the amount expended has been fixed at Rs. 1,30,000 for the whole province seems due to the illustration of the method by which it was hoped that the provincial grant might be reduced, having been taken as exhibiting the maximum expenditure permissible from the cess.

7. It is satisfactory to observe that the income from fee-receipts has been steadily increasing during the past four years.* The Education Commission point out, however, that fees only defray 7·65 per cent. of the total educational expenditure in the Hyderabad Assigned Districts, whereas in India generally the percentage thus met is 23·5 The Resident will be glad to see a comparison drawn by the Director in his next report between the rates of the fee payable in Berar and in the neighbouring districts of the Bombay Presidency and Central Provinces for pupils in the various standards of primary schools. He requests also that the Director will consider the question of still further raising the fees for secondary education. Mr. Howell was of opinion that there was "no fair proportion between the fees paid for higher education and those for primary education; and the proportion seems all the more unfair when it is remembered that the large majority of the primary scholars are sons of agriculturists who have already paid the cess." Mr. Ridsdale is of a similar opinion, and would raise the fees for secondary education "so as to make these schools more and more self-supporting, with the view of ultimately leaving them, if possible, altogether to private agency." And the Education Commission distinctly lay it down* "that the relation of the State to secondary† is different from its relation to primary education, in that it is ordinarily expedient to provide the means of secondary education only where adequate local co-operation is forthcoming." The percentage* (1·76) borne by fees in Berar to the total educational expenditure on high and middle schools is below comparison with the proportion of such expenditure (33·92 per cent.) thus defrayed in the Empire generally. Para. 277 of the Report shows that the fees charged in Berar are undoubtedly low, and hence that they are probably susceptible of some increase. Proposals in the direction indicated by the Education Commission and by the Commissioner at para. 13 of his review of the Report for 1882-83 should be carefully considered and submitted for sanction.

* Cf. para. 14, Report 1882-83.

*Report, page 590 (23.)
† *i. e.*, Middle and High schools.

*Education Commission's Report, pp. 202-3.

8. The income derived from re-admission fees is small. These fees, which were condemned* by Mr. Howell and which have been abandoned in the Bombay Presidency, seem to

* Para. 9, Review of Report for 1881-82

have failed utterly in the object for which they were instituted. It is doubtful whether in some districts† they do not deter poor scholars from re-entering school rather than discourage frequent or unnecessary withdrawals. The Resident is of opinion that they should be abandoned.

† Para. 15 of Report for 1882-83.

9. The next item of receipt is the contribution from municipalities. The percentage borne by municipal grants generally in India is 2·56 of the total educational expenditure, but in Berar the municipalities contribute only ·39 per cent., or less than one-sixth of the proportion contributed elsewhere. They will, it is hoped, soon be able to make more liberal grants to schools. The Education Commission recommend* that the proportion of municipal income to be devoted to education should be fixed by the Local Government, but the Resident is inclined, for the present at any rate, to allow municipalities the credit of taking the initiative in this matter, trusting to them to allot a reasonable amount.

*Report, page 161.

10. The income derived from popular contributions rose from Rs. 7,554 in 1880-81 to Rs. 10,383 in the following year, and to Rs 11,681 in 1882-83. Of this last sum the largest item, Rs. 8,136, was contributed for building new school-houses. Rs. 684 for the pay of assistant masters, and Rs. 480 fees paid for poor boys, are items to be regarded with peculiar satisfaction. The Resident agrees with the tenor of the Director's remarks in para 13 of his Report for 1881-82 ; but would note that the trading classes, and those mentioned in para. 10 of the same Report, although often not natives of Berar, still have children to educate, and may therefore reasonably be expected, no less than natives of the province, to contribute to primary, and indeed also to secondary education.

11. Summing up therefore, the sources from which an increased income should be looked for are:—

a. Increased fee receipts, especially in secondary schools.
b. Increased municipal grants.
c. Increased popular contributions.

12. With regard to the application of the income at our disposal, the Education Commission make some valuable recommendations. The statements given in para. 16 of the Berar Education Report for 1881-82 and para. 19 of that for 1882-83 show the actual expenditure under each head during the past three years.

13. The sum expended on secondary education during 1882-83 was Rs. 24,800, and of this amount Rs 676 was met from fees, nothing from popular or municipal contributions, the whole of the remainder being provided from provincial revenues. The necessity for remedying this diversion of funds has already been noticed.

14. On primary schools for boys the expenditure during 1882-83 was:—

a.	Government schools	Rs. 1,96,064
b.	Aided schools	„ 6,124

The grant made to aided schools in 1880-81 was Rs. 3,039, and in 1881-82 Rs. 4,268 ; the increase is due "to a larger number of indigenous schools having obtained grants and in larger amounts." The Education Commission, however, point out‡ that the average grant made to each male pupil in an aided school is only 12 annas, and contrasts unfavourably with the rate given in the Central Provinces. Where indigenous schools exist, the Commission insists that the principle of aiding and improving them should be recognised as an important means of extending elementary education. There are 196 primary schools which are still unaided, although under inspection; and every endeavour should be used to get such schools to earn grants under the grant-in-aid rules. Grants given according to results are *prima facie* preferable to lump grants; and the Director should in

‡ Report, para. 112.

future reports, distinguish between them, showing in which class of grant increase has occurred. The recommendation of the Education Commission on this point is " that as a general rule aid to primary schools be regulated to a large extent according to the results of examination, but an exception be made in the case of schools established in backward districts or under peculiar circumstances, which may be aided under special rules." The Resident concurs to a certain extent with Mr. Lee-Warner's remarks in para. 11 of his review, and believes that the extent to which indigenous schools can be utilised, and made to work efficiently, for educational purposes, would readily be discovered and appreciated by local boards: he agrees in fact with Mr. Lee-Warner in anticipating a great extension of elementary education from the increased identification of the cess-payers with the expenditure of the cess fund. School Committees at present are entrusted merely with expenditure of the fees raised, and are tempted at times rather to fritter away sums of which a wider scope of responsibility would certainly prompt a more economical use.

15. Expenditure on the Normal School or Training College at Akola (as also on the High School in that town) has increased during the year: the increase, however, is in both cases small, and is explained in the former case to be merely temporary in nature. Both High School and Training College, however, appear during 1882-83 to have fallen off in efficiency. The principal of the latter assigns the larger proportion of Berari scholars as the reason for his smaller modicum of success. He seems not adequately to realise that the *raison d'être* of the college is successfully to train Beraris to teach Beraris. If we import teachers, it would be perhaps cheaper to import them ready qualified than to import raw material for the college to work up. The Education Commission remark on the " very marked insufficiency of properly trained teachers who are natives of the province;" they think that " greater facilities for training teachers are required;" and express a hope " that the normal school will in a few years succeed in turning out a sufficient number of trained teachers who are residents of Berar."

16. The expenditure on scholarships during 1882-83 was Rs. 12,684. The Education Commission mention that in only four provinces have the provisions of the Educational Despatch of 1854, with regard to scholarships been carried out with anything like completeness. Berar is one of the four. Scholarship holders in Berar pay no fees, an exemption which is condemned by the Commission, on grounds however which are at present inapplicable to the province.

17. The charges for the Book Depôt during 1882-83 were Rs. 16,659. This department " has been more active, and at the same time more economical, than at any other period during its existence." The balance sheet for the year is given as para. 67 of the Report.

18. The construction of school-houses cost in 1880-81, Rs. 26,272; in 1881-82, Rs. 29,155; and in 1882-83, Rs. 30,581 Popular contributions defrayed in the last two years rather more than a quarter of the total cost; and the Director rightly remarks* that it now appears necessary to get the people to do what they themselves can in this respect, without depending to so great an extent as heretofore on Government aid. The views of Mr. Ridsdale† are in accord with those of the Education Commission " that for primary schools, school-houses and furniture should be of the most economical kind." Anything in excess of this should be provided by private liberality rather than by public funds. The amount spent on repairs in 1880-81 was Rs. 6,978; in 1881-82, Rs. 7,942; and in 1882-83 Rs. 9,319; while the popular contributions under this head each year were only Rs. 321, Rs. 415, and Rs 306 respectively. School furniture in 1880-81 cost Rs. 3,062; in 1881-82 Rs. 3,531; and in 1882-83, Rs. 4,794; and out of these amounts popular contributions paid Rs. 849, Rs. 926, and Rs. 770 respectively, exclusive of Rs. 677, Rs. 518, and Rs. 386 contributed for gymnastic apparatus.

* Para. 13 of Report for 1881-82.

† Para. 16 of Review of Report for 1882-83.

19. The remarks of the Education Commission on the subject of school committees and local boards are recommended to the consideration of the Director

of Public Instruction in consultation with District Officers, and the Resident will welcome any well-digested proposals for improving in this respect the present educational machinery. Inspection visits of District Officers have declined in number during the past three years, the visits of Deputy Commissioners in particular having fallen from 170 in 1880-81, to 157 in 1881-82, and to 102 in 1882-83. Although, as the Education Commission remark,* "inspection by an untrained person is not so effective as that by a professional expert," and "cannot be generally counted on to remedy those defects of organization and method which a trained inspector at once discovers and seeks to remove," still "the influence of the District Officer is so great and the advantages of showing the people that he interests himself in their education are so manifest" that the Resident trusts that this part of the duty of a District Officer while on tour will not be slighted. The recommendations of the Education Commission must, to a certain extent, be regarded as a new point of departure in the development of the educational system in Berar, and hence render an intelligent and hearty co-operation imperatively necessary at the present juncture.

* Report, para. 34.

20. The Resident notices that the present standards of studies are said to require revision, consideration of this subject having been postponed pending issue of the Commission's Report † Suitable text books are also required for some standards. Some work in the way of revision was done by the Text Book Committee during the past year.

Cf. Report, paras. 175, 255, 258, 259.

21. In the matter of female education Berar lags conspicuously‡ behind every other province in India. Mr. Lee Warner, at para. 15 of his review, indicates the directions in which he thinks that progress is possible. Although not very sanguine as to much immediate improvement the Resident would call the notice of the Director to the recommendations contained in para. 644 of the Report of the Indian Education Commission.

‡ Cf. Education Commission Report, para. 606.

(By order),

G. H. TREVOR,

Secretary for Berar.

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No. 6411 of 1884.

From

S. O. B. RIDSDALE, Esq., C. S.,

Commissioner,

Hyderabad Assigned Districts,

To

The SECRETARY for BERAR to the RESIDENT,

Hyderabad.

Dated Amraoti, 11*th August* 1884.

Sir,

I have the honour to transmit herewith the report of the Director of Public Instruction for the past year, which was received by me on the 28th ultimo with his No. 962 of 26th idem.

2. The report being of unusual length, though, perhaps, unavoidably so, owing to the variety of subjects to be discussed, I will endeavour to show the leading facts in a condensed shape.

As the net result of the year's operations of the department it appears that the number of schools maintained by Government in the province and the number of scholars in them were much the same at the close of the year as at the beginning. There is no extension of education to record. On the other hand, the schools maintained and managed by private enterprise show a considerable decrease of 39 schools and 598 scholars.

3. The cause of this stationary character of Government education and the retrogression of private efforts is probably to be found in the unfavorable character of the year, the heavy rain-fall having been very prejudicial to the kharif harvest, and epidemic sickness both of cholera and small-pox having been unusually prevalent. Marriages also having been specially numerous this year tended further to decrease the attendance rolls. Moreover, as has been explained in former reports, it had been until last year understood, owing to a misconception of former orders, that no funds were available for further extension of primary education.

4. The proportion of children undergoing instruction to all those of a school-going age in the province is stated both in the Resident's and the Government of India's review of last year's report as only 11 per cent. But this figure, as is explained in para. 11 of the present report, exhibits the facts in a light unduly unfavourable to Berar, as compared with other parts of India.

The Education Commission in the comparative statement printed at page 10 of the appendix to their report show the proportion of scholars to population of school-going age in Berar to be 17·1 per cent., thus approximating closely to the proportion shown for the Madras Presidency and in the rest of India, being exceeded only by Bombay, Bengal, and Coorg; while it is far in advance of the proportion in the Central Provinces, the Punjab, and the North-West Provinces and Oudh. Moreover, taking into consideration the population of the towns and villages where educational institutions already exist without including their immediate neighbourhood, it would appear that facilities for instruction are already provided at their doors for about 44 per cent. of the population. There still remain, however, about 850 villages, with a population in each exceeding 500, in which new schools might be opened.

Proposals for gradually meeting this want have already been separately submitted for consideration.

5. The system of classifying the standards of the educational course has been modified during the year under the Resident's orders, and they have now been arranged in the three courses of primary, middle, and high education, on the same system as that in force in Bombay. Schools are also being re-arranged so as to conform to this classification.

During the year there has been an increase of 22 per cent. in the proportion of pupils studying the high standards, and nine per cent. among those studying the middle course, which shows a reasonable degree of progress among those already under tuition.

Our "secondary education" in Berar is represented by two high schools and 22 Anglo-vernacular schools. The two high schools exhibit a slight increase in the total number of pupils from 314 at the close of last year to 338 at the close of this, and the Anglo-vernacular schools also show a similar small degree of increase in attendance. The average cost per head in each class of school is represented to have decreased, but the relatively higher cost in the Akola high school compared to that in Amraoti still continues.

The actual cost per head of each pupil's education in these two schools, as shown in the table in para. 36 for the last two years, has been calculated on a different principle from that followed in obtaining the figures shown in para. 28 of last year's report, and hence the remarkable difference in the average rates shown.

Last year only the two highest classes, those studying standards X. and XI., were considered to form the high school, and the salaries of the head master and the first assistant were debited to those classes. This year the entire cost of the school has been distributed over the entire number of pupils in all the classes beginning with the 5th standard.

7. In regard to results the same number of students as last year, 13, was sent up from the high schools for the matriculation examination in the Bombay University, and the same number, 6, succeeded: but the whole of the successful candidates were from the Amraoti school; none out of the four sent up from Akola passed.

The comparative results of the two years in the other standards are not clearly brought out in the report, but it is shown that the Amraoti school has been by far the most successful of the two.

8. In the 22 middle schools the number of passes in secondary standards shows a satisfactory increase in the last three years, the figures respectively being 249, 317, and 359; while the number of boys learning English has increased from 733 in 1881-82 to 1,044. The Director also remarks that these schools "have decidedly improved in efficiency during the year."

9. Among Government primary schools the average total daily attendance has slightly fallen off again from 16,379 last year to 16,180 in the year under report. Last year also a similar decrease occurred. The causes of this declension have been before alluded to. The number of schools may be said to be stationary. The average annual cost of each pupil's education has, however, fallen from Rs. 7-1-6 to Rs 6-6-5, and the percentage of passes is higher than in any of the preceding four years. The working results therefore of the education imparted appear decidedly satisfactory.

10. Indigenous schools have fallen off to some extent both in number and attendance; the number of schools which earned grants of any kind during the year being 226, against 254 last year, and the number of pupils examined being 2,197, against 2,270. The total amount of grants earned shows also a corresponding decrease.

New rules have, however, been submitted for the Resident's consideration proposing a more liberal system of encouragement for these schools, which it is hoped may tend to promote their development.

11. The training college for school-masters at Akola continues to show a downward tendency, which is much to be deplored, seeing the increasing need which exists for more teachers. The number of students has fallen from 73 to 62, a lower figure than in 1880-81; and 16 out of the 75 exhibitions sanctioned for the college remained vacant. Consequently, although 41 appointments were available during the year for those that had passed the course, only 14 students were fit to obtain them, and outsiders had to be nominated to the remaining posts.

As a remedy it has been decided to lower the entrance standard, the effect of which measure has still to be seen. The suggestion to attach normal classes to some of the Anglo-vernacular schools with the view to provide this education for masters nearer to the pupils' homes seems a good one. It may attract more candidates. It is certainly singular that appointments in the educational department on Rs. 10 per month with a prospect of further rising in the service are so little attractive that candidates cannot be forced to enter the college even when their expenses are practically paid by exhibitions and their appointment on passing the course is a certainty. It will be observed that out of 34 candidates who passed the entrance examination, only 26 actually joined the college.

I can only conclude that Berari youths are too well off in their own homes to find such prospects an inducement to accept the career of a school-master.

12. Female education shows some signs of a revival; the number of pupils in Government girls' schools having increased from 335 to 568. This is satisfactory, as the backwardness of the province in the matter of female education was prominently noticed by the Education Commission.

13. Mahomedan education also exhibits satisfactory progress; the number of pupils having risen during the year from 4,746 to 5,098. Since March 1880, the number of Mahomedan students has increased by 41 per cent., while Hindus have only increased by 24 per cent.

Indeed, the proportion of Mahomedan boys at school out of those of a school-going age is shown to be 34 per cent., while the proportion among Hindus is only 16 per cent. As a class, therefore, Mahomedans in this province appear to be by no means backward in availing themselves of educational opportunities. It is satisfactory also to notice that their attendance in Marathi schools is increasing. The addition of Marathi to the curriculum of teaching for Mahommedan boys will be of much benefit in rendering their education of more practical use to them in the province.

14. The work of inspection by officers of the department appears to have been adequately performed. The Officiating Director reports of it that it is "searching and thorough." Deputy Commissioners also speak in terms of commendation of their Deputy Educational Inspectors. All Deputy Commissioners have displayed a cordial and active interest in educational matters in their respective districts, and the number of schools personally inspected by them during the year has increased. School committees are, however, reported generally to be very apathetic in the matter of supervising the schools entrusted to them or exerting themselves in any way in their behalf. Possibly with larger responsibilities, more useful energy may be developed, but judging from present results the prospect of such improvement under the local self-government scheme is not very hopeful.

15. The financial position of the department is discussed in paras. 14 to 23 of the report. The total income of the department during the year appears to have been Rs. 3,57,430, of which Rs. 2,35,179 were derived from general revenues, Rs. 86,967 from the educational cess, and Rs. 35,284 from fees and other local sources. The total expenditure during the year has been Rs. 3,52,834, out of which Rs. 40,362 has been spent on buildings; and there remains at the credit of the department, on account of accumulated balances of former years, a sum of Rs. 1,61,625, besides a sum of Rs. 26,454 in the hands of school committees.

Proposals for the expenditure of the accumulated balance have been already separately submitted.

16. The income from fees has slightly increased; but municipal and popular contributions are both less than last year.

The fees in secondary schools have been raised, with the Resident's sanction, in accordance with the suggestion made in the review of last year's report, and now more nearly approximate the rates charged in the adjoining division of the Bombay Presidency, while they exceed the rates in the Central Provinces.

The table, however, in para. 16 of the report does not exhibit this difference very clearly.

The new scale of fees comes into operation from June last.

17. The expenditure on school buildings is considerably larger than last year; but much still remains to be done in this direction, and it will require very energetic efforts in the current year to meet even current wants, apart from more extended operations. The report states (para. 66) that 80 more buildings are at the present moment required for existing schools, and as it appears that only 13 were constructed during the past year, it would at this rate of progress apparently take upwards of six years to provide them. In spite of revised standard plans having been at last settled, such serious delays still occur, both in estimate and construction, that no proximate date can with any safety be predicted for the actual completion of these 80 buildings

In regard to these standard plans, I fully concur in the observations of the Officiating Director that the average cost of the smallest school building to hold 40 boys being Rs. 1,000 is unreasonably excessive, and that we most urgently need a cheaper and simpler standard plan for our village schools. I quite agree that such a building should not cost more than Rs. 600, for which sum school-houses for 60 boys are constructed in the Central Provinces.

18. Viewing as a whole the educational history of the year, the Resident will, I think, agree that the officials of the department have worked with commendable energy and fair success, and that there are hopeful prospects in the near future for the further extension of education where it is most urgently required.

The Officiating Director has also, in my opinion, well-earned the acknowledgment of the administration for his careful and zealous labours in supervising and directing the department. It has fallen to his lot, in addition to the usual routine of his annual duties, to submit many reports on various matters in connection with the criticisms and proposals of the Education Commission, in which his judicious advice and practical suggestions have no doubt met with the Resident's appreciation.

I have the honour to be,

Sir,

Your most obedient servant,

S. O. B. RIDSDALE,

Commissioner, Hyderabad Assigned Districts.

No. 608 of 1884-85.

FROM

THE OFFG. DIRECTOR OF PUBLIC INSTRUCTION,

Hyderabad Assigned Districts,

To

S. O. B. RIDSDALE, ESQUIRE., C. S.,

Commissioner,

Hyderabad Assigned Districts.

DATED AKOLA, *24th June* 1884.

SIR,

I have the honour to submit my Report on Public Instruction in the Hyderabad Assigned Districts, for the year 1883-84.

I.—GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

Unfavourable circumstances.

2. The year was remarkable for the singular combination of various circumstances unfavourable to the progress of education. Cholera of a virulent type prevailed in all the parts of the province for some months, and many schools had to be closed for weeks together, especially in the Ellichpur and Basim Districts. The panic caused by the outbreak remained for a considerable time after the epidemic subsided, and the attendance and progress of our schools were injuriously affected for several months. The excessive rainfall of the year damaged the first crops, and destroyed the houses of many of the poor inhabitants of towns and villages. This was followed in some districts by a rich *rabi* crop, which prolonged the busy season of the cultivators, and kept their sons from attending schools for a longer time than usual. To these circumstances must be added what Colonel Szczepanski calls the "epidemic of marriages," which broke out towards the close of the year. The number of marriages is generally large in a year of plentiful harvests; but the latter months of 1884 and the year 1885 being considered by Hindus inauspicious for astrological reasons, the year under report witnessed an unusually large number of these ceremonies, which caused the attendance to fall off. In spite of these adverse circumstances the number of pupils in Government schools has risen, though, as might be expected, the average daily attendance and the total number of passes in the standards show a slight falling off. The schools under private management have suffered most on account of the unfavourable incidents of the year.

Recommendations of the Statistical Committee.

3. In their resolution No. $\frac{9}{338-58}$, dated the 29th October 1883, the Government of India accepted the recommendations of the Committee, which was appointed to revise the annual statistical returns, and directed the adoption of the new forms in the Education Reports for 1883-84. Hence the tables appended to this report have been compiled strictly in accordance with the rules framed by the Committee. One of the most important features of the Committee's recommendations is the new classification of schools, and the sense attached to the expression *public institutions*. Formerly only the Government schools were so called; but it has been decided that "private institutions" should henceforth include only those indigenous schools "which have not accepted the departmental standards of instruction; and all others in which the course of instruction, however advanced, does not conform to the standards prescribed or accepted by the Department or by the University, and which submit to no public test." Under

public institutions are therefore comprised all those schools under *private* management in which the course of study is regulated by the standards prescribed by Government.

Public and private schools with scholars.

4. The numbers of schools and scholars on the last day of the years 1882-83 and 1883-84 are compared in the following statement:—

Year.	Public institutions.						Private institutions.		Total.	
	Under public management (Government schools.)		Under private management.							
			Aided.		Unaided.					
	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.
1882-83 ...	463	28,807	221	4,732	*196	*2,739	*	*	880	36,278
1883-84 ...	464	28,937	†205	4,418	77	1,021	96	1,434	842	35,810
Difference ...	+1	+130	—16	—314	—119	—1,718	+96	+1,434	—38	—468

Number of schools.

5. In previous reports the departments into which an institution was divided according to the courses of study taught in it were shown as separate schools. For instance "high," "middle" and "primary" branches, which together formed a single institution, were shown as three different schools, though all these were located in one building, were under the same management, and had their expenditure defrayed from the same source. Similarly an Anglo-vernacular school, in which the seventh standard was taught in addition to all the lower ones, was considered to have been made up of two schools, "middle" and "primary"—the boys in the highest class (sometimes as few as six) being shown as forming a separate school. Several circumstances have contributed to do away with this anomaly. In the first place, the Resident has sanctioned a re-classification of standards, by which the line dividing primary from secondary schools has been drawn at the fourth instead of at the sixth standard, and standards 5th to 7th now form the middle or lower secondary course, instead of the 7th to 9th. Secondly, the Education Commission has recommended "that high and middle schools be united in the returns under the single term 'secondary schools.'" Thirdly, the Statistical Committee has expressed a decided opinion that schools of the kind should be treated as single schools. In the table given above, therefore, the number of schools is shown in accordance with the recent instructions of the Government of India and the Resident. In March 1883 the number of Government schools was really 463, but for the reasons above stated it was shown to be 472. It will thus be seen that the number of these schools has undergone only a slight change during the year.

Main schools and branch schools.

6. The number of institutions shown above does not include "branch" schools which, in the absence of final orders on my letter No. 151, dated 12th April last, have not been shown as separate schools. There are now 34 such schools, against 23 in March 1883. Pupils studying in these institutions have of course been included in those of the "main" schools. During the year under report 12 schools and 17 branches were opened, and 11 schools and 6 branches were closed. Two branches were raised to the rank of main schools, and one school was converted into a branch. If the distinction between "main" schools and "branch"

* "Private schools," as defined in the preceding para. were not shown separately in the last year's returns.

† A school under the management of a municipal board is included.

schools were done away with, and the latter considered as independent institutions, the number of Government schools in the province would be 498, against 486 in 1882-83.

A restriction removed.

7. Hitherto the Department was under the impression that the amount to be expended on the establishments of primary Government schools was not to exceed Rs. 1,30,000; and as the cost of the sanctioned establishments already exceeded this sum, no new schools could be opened. The restriction was, however, removed in December last; but as changes in the fixed establishments are effected only twice a year, *viz.*, in April and October, no steps could be taken towards the extension of elementary education till the end of the past official year. It may be added that since April last 20 new schools have been opened.

Number of pupils.

8. The number of pupils in Government schools has risen by 130. In view of the adverse circumstances of the year, mentioned in para., 2, this increase, though slight, may be deemed satisfactory. The attendance began to decrease in April, and the falling-off continued till the end of August, when the number on the rolls was 27,619. Thus in the first five months the attendance decreased by 1,188 in Government schools alone. From September the number rose steadily till the end of the year, and the Departmental schools have more than regained the lost ground.

Indigenous schools.

9. It is not a matter for wonder that indigenous schools should have suffered greatly in the year under report. Irregularity of attendance is still in Berar the distinguishing feature of even Government schools, in which every attempt is made to enforce discipline. Non-departmental schools, therefore, in which regularity is not known, and the existence of which necessarily depends on the prosperity and the happiness of the people, can hardly survive the effects of epidemics and bad crops. Returns are rendered by these institutions only once a year, and I am not therefore able to trace their decline through all the seasons. It will be seen that there were on the 31st March, 205 aided schools against 221 in the preceding year, and the number of pupils in them has decreased by 314. The number of unaided (including "private") schools has fallen off by 23, and their attendance by 284 pupils. Liberal grants-in-aid rules have been recently proposed, and if they be sanctioned, the number of aided institutions is likely to increase.

Schools and scholars summarised.

10. The following statement shows the number of schools and scholars in the province on the 31st March 1884 and on the corresponding day of the previous year:—

Year.	Area in square miles.	Towns and villages.	Population.	Number of institutions.			Number of scholars.			Percentage of scholars to population of school going age.	
				For boys.	For girls.	Total.	For boys.	For girls	Total.	Boys.	Girls.
1882-83 ...	17,711	5,585	Males 1,380,492...	868	12	880	35,784	494	36,278	17·29	·25
1883-84 ...			Females 1,292,181 .	827	15	842	35,124	686	35,810	16·9	·35
			Total .. 2,672,673								

The falling-off in the number and attendance of schools under private management has caused a slight decrease in the percentage of male scholars to the population of school-going age, which, according to the views of the Education Commission, has been estimated at 15 per cent. of the total male population. The satisfactory feature of the statement is the increase in the number of female schools and pupils. The former have risen by 25, and the latter by 39 per cent. The province is far backward in the matter of female education, and the Education Commission have

Female education.

prominently noticed the fact. Hitherto it was very difficult to start schools for girls, because it was always required as a condition of pecuniary aid from Government towards the maintenance of female schools that the people (or the municipalities) should contribute a moiety of the necessary expenditure. Thus while schools for boys could be had almost for the asking, it was impossible to start female schools unless the municipalities could be moved, through the influence of the Deputy Commissioners, to contribute half the expenses. This condition was particularly hard in a province where the people were extremely indifferent, if not positively opposed, to the education of women. Now, however, every restriction has been removed, and girls' schools are allowed to be treated as boys' schools in the matter of expenditure. The rise in the schools and pupils shown above is due to these recent orders, and it is hoped that the numbers will steadily increase. As an indispensable condition of improvement in this direction, however, the people must learn to value the education of boys more than they do at present.

Extension of education.

11. There is vast room in the province for the extension of the education of boys. Of the school-going male population only about 17 per cent. is under instruction. The task before us is gigantic, and there are great difficulties in the way. Extraordinary efforts must, therefore, be put forth to surmount them. All the officers connected with education in Berar will not perhaps concur in the opinion "that the question of the adequate extension of primary education is altogether a matter of money." With the exception of a few years when the Department was labouring under some misapprehension as to the aggregate allotment made for primary education, the Administration has never appeared backward in providing funds for the spread of elementary instruction amongst the masses. It may also be remarked that the statement that education reaches only 17 per cent. of the male population of school-going age does not convey the whole truth. If all the boys in the villages and towns in which educational institutions are open were at school, the percentage would be much higher. Of the 5,585 towns and villages in the province, 709 have been provided with schools for boys. The population of these places is 1,172,375, or about 44 per cent. of the total population of Berar. Hence it is clear that there is provision for the instruction of about 44 per cent. of the school-going male population of the province. I have not here taken into account the population of villages which are situated within a mile or two of the school villages and which are in a position to take advantage of the schools in their neighbourhood. If this had been done the percentage would have been still higher. The fact is that in many places the agricultural and labouring classes not only think that they can do without any education, but urge that they only lessen their poor income by sending their sons to receive education which offers no immediate advantage. There is no doubt, however, that knowledge is being more and more appreciated in this province every day, and that we are better off in this respect than some other provinces. In his last Annual Report the Inspector General of Education in the Central Provinces remarks:—"Of course to the poor cultivator sending his boys to school is always more or less of a tax. If the Deputy Commissioner of almost any district were publicly to give out that people could send their children to school or not, as they liked, we should soon have our schools half emptied." The Education Commission say:—

Vide para. 61.

"In fact it is one of the rules of administration in the Central Provinces that every district officer is expected to see that the schools are well filled with pupils." In Berar there is not the slightest reason to doubt that the people can send their children to school or not as they like, and though the Deputy Commissioners take every opportunity to give advice and offer all sorts of indirect aids to education, no pressure of any kind is ever used. In spite of this circumstance the percentage of scholars to school-going population is considerably higher in Berar than in the Central Provinces (17·10 against 10·49, *vide* Education Commission's Report, appendix page 10,) and it may confidently be hoped that it will continue to increase. There is, however, a very large number of villages which have no educational institutions of any kind, and it is desirable that many new schools should be opened. We must commence (as Rao Bahadur Narayan Bhai Dandekar said last year) by starting schools in places having

a population of 500 souls or more. There are 850 such villages without schools, and I have separately submitted proposals for providing additional funds for opening Government schools, and encouraging the establishment of efficient indigenous institutions.

Schools of different classes.

12. In the following table the number of the different classes of schools and their attendance are compared with those of the preceding year:—

Description of schools.					Number of schools.		Number of scholars.	
					1882-83.	1883-84.	1882-83.	1883-84.
School Education,—General.								
Public Institutions.	Secondary	Government high		Boys	2	2	314	338
		Do. middle		Boys	22	22	4,247	4,355
	Primary	Government		Boys	430	429	23,917	23,872
				Girls	8	10	256	310
		Local and Municipal Fund		Boys	...	1	...	67
		Under private management.	Aided.	Boys	217	200	4,618	4,252
				Girls	4	4	114	99
			Unaided	Boys	196	77	2,739	1,021
Private Institutions.	Advanced (Arabic or Persian)			Boys	...	5	...	126
				Girls	...	...	...	...
	Elementary			Boys	...	90	.	1,303
				Girls	...	1	...	5
School Education,—Special.								
Training schools for masters					1	1	73	62
				Total	880	842	36,278	35,810

As has been stated above, the Resident has recently sanctioned a re-classification of educational standards into three courses of primary, middle, and high on the same principles as are adopted in Bombay. According to this classification standards I.—IV. form the primary course, standards V.—VII. the middle course, and standards VIII.—XI. the high school course. The schools, however, have not yet been exactly classified in accordance with these courses. The high schools have, in addition to the four standards which form the prescribed course, a class under the seventh standard which we have not yet been able to introduce into all the middle or Anglo-vernacular schools. Each of them has also Hindustani classes under standards VI. and V. at present. As, however, the establishment of separate Anglo-Urdu schools at Amraoti and Akola has just been sanctioned, they will soon be relieved of these classes. To each of the middle schools is attached a full primary department. The number of boys learning English in an ordinary Anglo-vernacular school is too small to form a separate middle school, and it is thought desirable that its head master should direct and supervise the studies of the lower school, which is naturally the principal feeder of the English branch under him. In accordance with the recommendations of the Statistical Committee, referred to in para. 5, all these institutions are shown as single schools; but I give below the number of pupils studying each course on the 31st March last, as compared with the number on the corresponding day of the previous year:—

Statement.

Year.	Number of pupils studying							
	High Course.		Middle Course.		Primary Course.		Total.	
	Departmental schools.	Non-departmental schools.	Departmental schools.	Non-departmental schools.	Departmental schools.	Non-departmental schools.	Departmental schools.	Non-departmental schools.
1882-83 .	204	...	1,649	...	26,881	7,471	28,734	7,471
1883-84 ...	249	...	1,791	8	26,835	6,865	28,875	6,873
Difference...	+45	...	+142	+8	—46	—606	+141	—598

In Government schools the number of pupils studying the upper and lower secondary courses has increased, and there is a slight falling-off in those studying the primary course. There are few schools in Berar under private management which teach beyond the primary stage. This fact has been mentioned several times, and noticed by the Education Commission.

Distribution of schools in different districts.

13. The following table gives the distribution of schools for boys in the different districts, showing the average number of square miles to every school, and the proportion of male scholars to school-going male population :—

District.	Area in square miles.	Male population	Number of schools for boys.					Total	Number of boys in						Average number of square miles to every school.	Percentage of scholars to population of school-going age.
			Public institutions.			Private institutions.			Public institutions.			Private institutions.		Total		
			Departmental.	Municipal Board.	Under private management	Advanced teaching.	Elementary teaching		Departmental	Municipal Board.	Under private management.	Advanced teaching.	Elementary teaching.			
Akola .	2,660	308,046	108	1	48	4	52	213	7,315	67	1,119	114	675	9,290	12·5	20·1
Buldana	2,804	225,243	77		71			148	4,448		1,052			5,500	18·0	16·3
Basim	2,958	185,071	54		26			80	2,824	..	355			3,179	37	11·5
Amraoti	2,759	298,051	95		58		14	167	6,960		1,356		331	8,647	16·5	19·3
Wun .	3,907	201,491	48		35		8	91	2,647		533		58	3,238	42·9	10·7
Ellichpur	2,623	162,590	72	.	39	1	16	128	4,175		850	12	233	5,270	20·5	21·6
Do excluding Melghat .	[974]	[140,373]	[70]	...	[30]	[1]	[16]	[126]	[4,155]		[850]	[12]	[233]	[5,250]	[7·7]	[24·9]
Total . .	17,711	1,380,402	454	1	277	5	90	827	28,369	67	5,265	126	1,297	35,121	21·4	17

The Akola District has the largest population, and also the largest number of schools; but its area is smaller than that of any other district except Ellichpur, and consequently the average number of square miles to every school in it is the smallest. If we were to exclude Melghat (a hilly tract with small villages mostly inhabited by aborigines) from Ellichpur, it would appear that it is educationally the most prosperous district in the province. Still the Deputy Commissioner says:—"More Government schools are urgently needed in this district, and many applications for them are received." The Buldana District appears to be less prosperous than Akola and Amraoti, and more so than Wun and Basim. The truth is that two of the taluks in that district (Chikhli and Mehkar) are nearly as backward as the two districts just mentioned, but Malkapur, being situated in Payenghat or Berar proper, is almost as thickly populated as any of the other taluks in the valley of the Purna. In this taluk there is, on an average, a school for every 11 square miles, and the percentage of boys attending schools to the male population of school-going age is about 20. Basim and Wun appear to be in the most backward condition.

14 The income of the Department from all sources during the year under report (exclusive of balances) was as follows:—

The income of the Department.

		Rs	a.	p.	Rs	a	p
	Provincial revenues				2,35,179	3	0
Revenues from local sources.	Educational cess receipts ...	86,966	13	11			
	Fees realized in high and middle schools...	7,731	14	9			
	Do. primary schools ...	21,882	8	3			
	Grants from town funds ...	1,253	4	9			
	Municipal contributions ...	1,662	13	3			
	Popular contributions . ..	2,666	0	3			
	Miscellaneous	87	6	9			
					1,22,250	13	11
	Total Rs. .				3,57,430	0	11

The amounts of fees collected in schools supported wholly from general revenues are paid into treasuries and credited to those revenues. The fees realized in primary schools, which are maintained from the educational cess supplemented by a provincial grant, do not pass through the public treasuries, but are kept in the hands of school committees who spend them for the benefit of the schools under their supervision. The municipal contributions are sometimes credited to general revenues, but as a rule they do not pass through the treasury. Popular contributions for school-houses are paid into the treasury; but money raised for other purposes is generally spent by school committees or educational officers without being brought into account.

Receipts from the educational cess

15. The following table shows the receipts from the educational cess realized during the last three years:—

Districts	1881-82.			1882-83.			1883-84.		
	Rs.	a.	p.	Rs.	a.	p	Rs	a	p.
Akola ..	28,377	4	8	17,563	4	1	23,441	12	2
Buldana .	15,307	11	11	13,356	3	0	12,193	3	0
Basim	9,603	0	9	5,084	14	0	10,970	13	9
Amraoti	24,970	11	3	22,878	4	6	19,530	12	9
Wun	8,068	6	3	8,154	5	9	8,502	7	5
Ellichpur	14,754	2	6	14,114	1	8	12,327	12	10
Total	1,01,081	5	4	81,151	1	0	86,966	13	11

It would appear from these figures that the collections during 1883-84 were larger than in the preceding year, but considerably smaller than in 1881-82 The falling-off, however, does not represent any actual decrease in the income from this source of revenue, as it owes its origin to the new system of revenue collections, by which the second instalment remains to be collected in the ensuing year. That the *demand* of the cess is annually increasing will be seen from the following figures regarding three of the districts.—

District	Demand on account of the educational cess during								
	1881-82.			1882-83.			1883-84		
	Rs	a.	p	Rs	a	p	Rs	a	p.
Amraoti	24,953	0	0	24,956	0	0	24,980	0	0
Buldana	15,306	0	0	15,390	0	0	15,476	0	0
Ellichpur . .	14,708	0	0	14,727	0	0	14,742	0	0

16. The amounts realized from fees in all the Government schools during the last three years are given below:—

Fee receipts.

Schools.	1881-82.			1882-83.			1883-84.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
High schools	1,337	12	0	1,564	8	0	1,676	8	0
Middle schools	4,934	2	0	5,541	3	0	6,055	6	9
Primary schools	21,311	14	6	22,082	4	3	21,832	8	3
Total ..	27,583	12	6	29,187	15	3	29,614	7	0

The fee receipts have increased on the whole; but, as might be expected from the circumstances of the year, they have slightly fallen off in the primary schools; but even in these institutions they were larger during the past year than in 1881-82. As suggested in the Resident's review of the last Educational Report, the fees for secondary education have been raised with the sanction of the Local Government. The revised rates of fees in Berar and in the neighbouring districts of the Bombay Presidency and the Central Provinces are compared in the following table, in accordance with the instructions of the Resident:—

Standard.	Berar.		North-eastern Division of Bombay								Central Provinces.		Schools.
	Primary schools	High and middle schools.	Provincial Schools.		Local Fund schools (Middle and Primary.)								
			High schools.	Middle schools	Municipal town schools.		Other towns and villages		Non-cess payers.	Cess payers.			
					Non-cess payers.	Cess payers.	Non-cess payers.	Cess payers.					
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs a. p	Rs a p.	Rs. a. p.	Rs. a. p.	Rs. a. p	Rs. a. p.			
Primary Course I. and II.	0 1 0		.		0 2 0	0 0 6	0 2 0	0 0 6	0 6 0	0 3 0	English Department.	Town schools.	
Primary Course III.	0 2 0	...			0 3 0	0 0 6	0 2 0	0 0 6					
Primary Course IV.	0 2 0		...		0 4 0	0 1 0	0 3 0	0 1 0	0 2 0	0 1 0	Vernacular Department.		
Middle Course V.	0 3 0	0 6 0		1 0 0	0 †8 0	0 8 0	0 8 0	0 8 0					
Middle Course VI.	0 4 0	0 8 0	...	1 0 0	0 †8 0	0 8 0	0 8 0	0 8 0	0 8 0	0 4 0	English Department.		
Middle Course VII.		0 8 0		1 0 0	0 8 0	0 8 0	0 8 0	0 8 0					
High Course VIII and IX	.	1 0 0	*1 8 0					...	0 2 0	0 1 0	Vernacular Department.		Zilla schools.
High Course X and XI		1 8 0	*2 0 0	.		.	...	...	2 0 0	1 0 0	High schools.		

* In the Dhulia High school only one rupee is charged for Standards VIII. and IX. (Bombay 4th and 5th), and Rs. 1-8-0 for standards X and XI (Bombay 6th and 7th). These are now the rates in Berar.

† For the Marathi fifth and sixth standards, the fees charged in the North-eastern Division of the Bombay Presidency vary from 2 to 6 annas.

If we compare our rates with those that obtain in the adjoining division of the Bombay Presidency, it will be found that in primary schools our fees are lower than those charged to non-cess payers, and far higher than those levied on cess payers. The Bombay system of charging half an anna to cess payers was once introduced into Berar, but was abandoned as unnecessary, as will be seen from the following extract from letter No. 1450, dated 21st August 1871, from the Second Assistant Resident to the address of the Director of Public Instruction:—"In conformity with these concurrent views, the Resident abolishes the existing difference between the fees payable by agriculturists, and sanctions the scale of fees as modified by your present proposal, laying down one anna as the minimum rate payable by all." As the number of cess payers forms a large proportion of pupils in our primary schools, the introduction of the Bombay rates into those institutions would in all probability reduce our fee receipts on the whole. The fees charged in our middle schools are about the same as are levied in the municipal and local fund schools of Bombay, but are smaller than in the "provincial schools." As regards the fees payable in high schools our rates exactly correspond with those of the Dhulia high school, but they are lower than in the institutions at Nasik and Ahmadnagar. Considering that we allow no exemptions except in the case of special classes, such as Mahomedans, aborigines, and low castes, I may say that on the whole we are not far behind the North-Western Division of Bombay as regards the fee income. I need not observe that we are in advance of the Centra

Provinces in this respect with this exception, that the fees payable in our high schools are lower than those that are charged to non-cess payers in that part of the country

In obedience to the Resident's instructions re-admission fees formerly levied in the primary schools of some districts have been abandoned.

Municipal contributions

17. The following statement shows the contributions made to schools by the several municipalities in the province :—

Municipality	Income of the municipality for 1883 84	School establishments: For boys: Government Anglo-vernacular schools	For boys: Government primary schools	For boys: Municipal board primary schools	For boys: Total	For girls: Government primary schools	For girls: Aided primary schools	For girls: Total	Original works	Repairs to schools	Fees of boys	Total	Percentage of the contributions to the municipal income
	Rs a p	Rs	Rs a p	Rs	Rs a p	Rs a p	Rs	Rs a p	Rs a p	Rs a p	Rs a p	Rs a p	
Akola	26,082 5 10	.		*110	110 0 0		150	150 0 0				260 0 0	1
Khamgaon	27 260 4 5					113 0 0		113 0 0	384 8 0	16 13 3		514 5 3	1 89
Shegaon	3,398 12 0												
Basim	3,134 0 0					116 4 3		116 4 3				116 4 3	3 71
Amraoti	39,549 5 0	220	165 0 0		385 0 0	203 8 0		203 8 0				588 8 0	1 49
Ellichpur	21,504 1 9		233 3 8		233 3 8		.			7 14 0	45 8 0	286 9 8	1 13
Total	1,20,926 13 0	220	398 3 8	110	728 3 8	432 12 3	150	582 12 3	384 8 0	24 11 3	45 8 0	1,765 11 2	1 46
Total for 1882-83	1,03,320 0 0				354 0 0			586 9 3	1,033 13 0	30 3 3	44 0 0	2,048 9 6	1 98

* A very small portion of this amount has been shown under expenditure As this is a municipal school, and its income exceeded the total expenditure during the year, the expenditure from municipal funds has been reduced in accordance with the instructions of the Statistical Committee

While the income of the municipalities has increased by more than 17 per cent., their contributions to education have sensibly decreased. It will also be observed that whereas Amraoti contributes the largest amount, Basim spends on education the largest percentage of its income Orders have been received that the municipalities should be relieved of the charges on account of the police and the money thus saved should be spent on education, sanitation, &c. These instructions are to be brought into force on the 1st October next.

Popular contributions

18. The subjoined table shows the amounts contributed by the people for different objects :—

District	School houses	Repairs to school-houses	Pay of assistant masters	School furniture and other appliances	Gymnastic apparatus	Prize books and slates to pupils	Fees for poor boys	Scholarships	Miscellaneous	Total
	Rs a p	Rs. a p	Rs a p	Rs a p	Rs a p	Rs a p	Rs a p	Rs	Rs a p	Rs a p
Akola	983 9 0		32 8 0	142 6 6	61 12 0	80 7 4	99 11 0		120 2 6	1,520 8 4
Buldana	295 0 0	18 0 0		60 9 0	70 0 0	15 8 0	35 3 0		65 8 0	559 13 0
Basim				54 8 0	40 2 0	25 1 0	13 8 0		12 12 0	145 15 0
Amraoti	1,841 0 0		78 6 9	173 12 9	12 0 0	60 10 0	197 6 0		55 2 0	2,438 5 6
Wun	200 0 0		37 0 0	72 8 0	12 0 0	34 9 3	86 7 0		49 9 0	492 1 3
Ellichpur	142 0 0	125 12 0	66 0 0	124 2 8	21 0 0	82 11 6	29 12 0		84 5 0	625 11 2
Total	3,461 9 0	143 12 0	213 14 9	627 14 11	236 14 0	298 13 1	461 15 0		337 6 6	5,782 5 3
Total for 1882-83	8,135 14 10	306 4 0	683 14 0	770 3 0	386 6 6	304 4 6	479 12 3	36 0 0	578 12 9	11,681 7 10

The amount of popular contributions was smaller in the past year than in 1882-83, principally because in the previous year exceptionally large amounts were contributed for school-houses at Amraoti and Shirasgaon Band. The people of the former town gave nearly 4,000 Rs., and a Marwari from the latter presented the Department with 1,000 Rs. The failure of early crops this year had also much to do with the falling off. The names of all the members of school committees and others who contributed sums of money for educational purposes cannot, of course, be given here , but I cannot allow an additional instance of the liberality of Mr. Gabbu Sing Jemadar, Special Magistrate of Akot, to pass unnoticed. Not being contented with continually assisting the schools in his own taluk, he has given a munificent donation in order to be utilized in com-

pleting the boarding and lodging-house which is being constructed at Ellichpur Cantonment for the use of students from other places.

Expenditure of the Department.

19. The total expenditure by the Department on education is shown in the following statement:—

Head.	Provincial Revenues.	Educational Cess.	Fees.	Town Fund.	Municipal Fund.	Subscriptions.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction	20,225 9 9		.	.		...	20,225 9 9
Inspection ...	27,020 15 5	480 0 0	...	...		..	27,500 15 5
Government. High schools for boys	20,473 8 8		1,515 3 2				21,988 11 10
Middle „ do. ..	49,402 0 5		5,191 13 9	128 8 0	220 0 0	101 9 0	55,133 15 2
Primary. for boys.	77,754 13 11	58,730 11 1	12,352 9 1	72 0 0	406 1 8	619 2 0	1,49,935 5 9
Primary. „ girls.	1,323 13 0	112 1 7	2 0 0	889 8 9	440 9 6	16 10 10	2,803 11 8
Municipal Board school for boys ..	70 7 0		...	..	7 2 1		77 9 1
Grants in aid to public schools under private management	5,312 9 8	.	.	120 0 0	150 0 0		5,582 9 8
Government Training Schools for Masters	8,296 4 3	.		...	.	.	8,296 4 3
Scholarships	8,578 0 0	.	...	.		...	8,578 0 0
Encouragement to vernacular literature	120 0 0		...	...	.		120 0 0
Book Depôt	1,570 13 3						1,570 13 3
Buildings	14,709 10 11	23,854 12 11	1,076 12 9	33 0 0	384 8 0	303 0 0	40,361 12 7
School furniture	154 12 0	3,515 8 0	2,696 9 4	10 4 0		840 4 11	7,217 6 9
Miscellaneous	65 12 9	1,390 2 5	1,154 12 11	.	45 8 0	785 5 6	3,441 9 7
Total	2,35,179 3 0	88,083 4 6	23,989 13 0	1,253 4 9	(a) 1,602 13 3	(c) 2,666 0 3	3,52,834 6 9
Total for 1882-83	2,19,504 13 11	95,645 10 11	24,153 1 9	1,238 2 5	(b) 1,014 12 6	(c) 3,670 1 0	3,45,226 10 6
Difference ...	+ 15,674 5 1	−7,562 6 5	−163 4 9	+ 15 2 4	+648 0 9	−1,004 0 9	+7,607 12 3

(a) This is the actual expenditure and does not include the whole amount paid by the Akola Municipality to the school for low castes.

(b) This does not include the amount spent last year by the Shegaon Municipality on the Shegaon school-house.

(c) This does not include amounts contributed for school-houses, the exact expenditure of which is not known in this office.

This statement is given in the usual form, but several changes have been made in the way in which items of expenditure are entered against the different heads. Under provincial revenues the receipts which are credited to those revenues have been deducted from the amounts drawn from the treasury, and the balance shown as net expenditure. For instance, in the last year's Report expenditure on account of the Book Depôt was shown to be Rs. 16,659. This sum included amounts which had been spent on the purchase of books intended to be sold, and the sale proceeds paid into the treasury were not taken into account. This seems to have produced a wrong impression, and the amount of Rs. 16,659 has been supposed to be the cost to Government of maintaining the book depôt (*vide* para. 17 of the Resident's review of the last Report). This amount only represented the money drawn from the treasury on account of the depôt; and it is evident, that in order to show the real expenditure, the amount paid back must be deducted. This is particularly necessary in the case of the depôt which paid into the treasury more than Rs. 15,000 out of Rs. 16,600 which had been drawn. In the same manner the whole income from fees credited to provincial revenues is shown as expenditure under that fund, and this being deducted from the money drawn from provincial revenues, the balance is shown as expenditure from that source. The same principle has, of course, been followed in giving the figures for 1882-83 at the bottom.

In accordance with the recommendations of the Statistical Committee, amounts spent on ordinary repairs are included under direct expenditure, and money specially sanctioned for school-houses, furniture, &c., is shown as indirect expenditure. Thus the expenditure, which was formerly shown against school repairs, has been included under the schools on account of which it was incurred, and the cost of buildings and furniture has been shown separately.

As this table is intended to show expenditure from all sources, I have entered in it the amounts spent on schools from the subscriptions of the people, including even those which have not passed through the treasury. The total expenditure of the year is in excess of that for 1882-83 by about seven thousand rupees, and the expenditure from provincial revenues has increased by Rs. 15,000. The reason of this is that while only Rs. 10 were spent from general revenues on school-houses during 1882-83, the money expended this year amounted to nearly

Rs. 15,000. The decrease in the expenditure from the cess is due to similar reasons. In the year under report about Rs. 23,000 from the educational cess were spent on buildings, against Rs. 30,570 in 1882-83.

Budget grant and actual expenditure.

20. The following statement shows the sanctioned budget grant and actual expenditure under each head :—

Provincial Revenues.

Head of expenditure.	Sanctioned grant			Actual expenditure.			Increase.			Decrease.		
	Rs.	a	p	Rs.	a.	p	Rs	a.	p	Rs.	a.	p.
Direction ...	18,772	0	0	20,225	9	9	1,453	9	9	...		
Inspection ...	29,901	0	0	27,020	15	5				2,880	0	7
High schools ...	23,738	0	0	21,606	15	1	...			2,131	0	11
Middle schoools ...	54,314	0	0	53,770	9	0	...			543	7	0
Primary schools ..	77,870	0	0	77,754	13	11	...			115	2	1
Normal schools ..	4,304	0	0	4,191	7	0	...			112	9	0
Boarding schools	300	0	0	60	0	0	...			240	0	0
Scholarships	13,792	0	0	12,823	5	3	...			968	10	9
Government book depôt ...	16,064	0	0	15,081	12	3	...			982	3	9
Prizes and rewards ..	200	0	0	120	0	0	...			80	0	0
Grants-in-aid .	8,245	0	0	6,731	1	8	...			1,513	14	4
Stationery and printing	900	0	0	40	2	7	...			859	13	5
Miscellaneous ..	...			25	10	2	25	10	2	...		
Total	2,48,400	0	0	2,39,452	6	1	1,479	3	11	10,426	13	10
Deduct—												
Departmental receipts	17,900	0	0	21,292	13	9	3,392	13	9			
	2,30,500	0	0	2,18,159	8	4	—1,913	9	10	10,426	13	10
Add . .	...			...			...			1,913	9	10
Total savings..	...			...			...			12,340	7	8
Add—												
Expenditure on school-houses and repairs not included in the Comptroller's figures but communicated by the Examiner, Public Works Accounts	...			17,019	10	8						
				2,35,179	3	0						

Educational Cess.

Head of expenditure	Sanctioned grant			Actual expenditure.			Increase.			Decrease.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Clerks in the Deputy Inspectors' offices, Akola and Amraoti ..	480	0	0	480	0	0	...			..		
Primary schools ...	*1,30,000	0	0	*1,25,229	15	5	...			4,770	0	7
Original works ...	47,700	0	0	23,854	12	11	...			23,845	3	1
School repairs ...	10,100	0	0	9,256	5	0	...			843	11	0
Miscellaneous contingencies	5,900	0	0	3,667	13	1	...			2,232	2	11
Clerks in Deputy Commissioners' offices, Akola and Amraoti ...	600	0	0	600	0	0	...			...		
Clerks, civil office of account and audit ..	360	0	0	360	0	0	..			...		
Bonus to masters ...	3,850	0	0	1,305	12	0	...			2,544	4	0
House rent ...	850	0	0	133	8	3	...			716	7	9
Superannuation allowance.	...			161	5	8	161	5	8	...		
Miscellaneous ..	...			116	8	2	116	8	2	.		
Total ..	*1,99,840	0	0	*1,65,166	0	6	277	13	10	34,951	13	4
Deduct increase ...	...			...			..			277	13	10
Net saving ...	...			...			...			34,673	15	6
Deduct subscriptions for assistant masters credited to the cess ...	...			82	12	0						
				*1,65,083	4	6						

* These amounts include the provincial contribution of Rs. 77,000 for the establishments of primary schools

Grants to European schools at Bolarum, &c., amounting to Rs. 3,241-6-2, paid from the Hyderabad Treasury and entered by the Comptroller in his expenditure statements, have not been included in the above. The expenditure from the provincial contribution of Rs. 77,000 to primary schools has been shown twice, as it is entered in both the provincial and cess budgets, and these statements are intended to show the budget grant and expenditure from each of the two funds. The decrease under schools and scholarships, &c., is due to some of the places having not been filled up and to retrenchments. The increase under direction and decrease under inspection and grants-in-aid will be explained in the next paragraph. The decrease under the high schools is principally due to allotments from fees for miscellaneous expenditure, such as furniture, library books, &c., not having been fully utilized. It may, perhaps, appear strange that while, on the one hand, additional funds are applied for for extending primary education, there are, on the other, large savings from the sums allotted in the cess budget. The chief reason is that in consequence of the expenditure on the establishments of the primary schools having been limited to Rs. 1,30,000, the allotments for school-houses made in some of the district cess budgets were far larger than the capacity of the Local Fund Engineering establishments to construct buildings; and there is no doubt that if there had been no restriction, larger amounts would have been provided for establishments. As it was, the amount expended from the cess on school-houses was only Rs. 23,854, or *about half the budget allotment.* The restriction also caused savings in another way. As the sanctioned establishments already exceeded the sum which was supposed to have been fixed authoritatively, there was perhaps a too great tendency to effect retrenchments, &c., and to bring the expenditure within the limited amount. I have separately submitted proposals as to how the accumulated balance and the actual income from the cess should be best utilized.

Comparative statement of expenditure.

21. The following statement shows the expenditure from all sources under each head in the years 1882-83 and 1883-84:—

Heads.	1882-83. Amount.	1882-83. Percentage.	1883-84. Amount.	1883-84. Percentage.	Increase.	Decrease.
	Rs. a. p.		Rs. a. p.		Rs. a. p.	Rs. a. p.
Direction	18,415 8 9	5·	20,225 9 9	5·7	1,810 1 0	...
Inspection ...	29,115 4 2	8·5	27,500 15 5	7·8	...	1,614 4 9
Government. High schools for boys.	22,435 7 1	6 6	21,988 11 10	6·2	...	446 11 3
Middle schools for boys.	53,228 4 3	15·5	55,133 15 2	15·6	1,905 10 11	...
Primary ... For boys.	1,53,075 13 2	44·4	1,49,935 5 9	42 6	...	3,140 7 5
Primary ... For girls.	2,778 0 2	·8	2,803 11 8	·8	25 11 6	...
Municipal board schools for boys	...	...	77 9 1	·02	77 9 1	..
Grants-in-aid to public schools under private management.	6,682 5 11	1·2	5,582 9 8	1·6	...	1,099 12 3
Government training schools for masters	8,995 8 8	2·6	8,296 4 3	2·4	..	699 4 5
Scholarships	8,005 1 5	2·4	8,578 0 0	2·4	572 14 7	...
Encouragement to vernacular literature ...	50 0 0	·01	120 0 0	·03	70 0 0	...
Book depôt ..	1,508 10 7	·5	1,570 13 3	·4	62 2 8	...
Buildings	31,537 10 4	9·1	40,361 12 7	11·4	8,824 2 3	...
School furniture.. ...	6,711 7 0	1·1	7,217 6 9	2	505 15 9	...
Miscellaneous	2,687 9 0	·9	3,441 9 7	1	754 0 7	...
Total ...	3,45,226 10 6	...	3,52,834 6 9	...	14,608 4 4	7,000 8 1

The increase under *Direction* and the decrease under *Inspection* are owing to the Educational Inspector's substantive pay having been charged to the former head during the Director of Public Instruction's absence on privilege leave and furlough. The increase under *Middle Schools* is due to the grant of bonuses and the supply of library books. The decrease under *Primary Schools* was mainly caused by the cost of library books purchased from fees during 1882-83 being far in excess of that for the year under report and by the amount of popular contributions during 1883-84 being smaller than in 1882-83. The falling-off under *Grants to aided schools* is owing to the number of schools aided being less than in the previous year. The increase under *Buildings* has been already explained. The variations under other heads are too slight to call for any remarks.

Expenditure from fees incurred by school committees.

22. The following statement shows the expenditure from fees in Government primary schools incurred by school committees during the year:—

District.	Balance in the beginning of the year	Receipts during 1883-84	Total.	Expenditure. Teachers	Contingencies and prizes.	House rent and repairs to schools.	Library books and maps.	Purchase and repair of furniture.	School compounds and gardens, &c.	Miscellaneous.	Total.	Balance at the end of the year.
	Rs. a. p.	Rs a. p.	Rs. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a p	Rs. a. p.	Rs. a. p.	Rs a. p.	Rs. a. p.
Akola	5,401 1 8	6,417 0 6	11,818 2 2	10 0 0	1,835 3 9	304 11 9	1,439 9 6	837 12 3	1,634 2 5	83 3 11	6,144 11 7	5,673 6 7
Buldana	2,744 6 0	3,081 4 0	5,825 10 0	147 6 9	1,187 11 3	44 0 9	207 12 0	365 5 6	35 13 6		1,988 1 9	3,837 8 3
Basim	1,970 13 0	2,160 13 9	4,131 10 9	260 12 10	853 1 3	35 12 3	121 9 0	60 6 0	27 2 0	230 1 3	1,588 12 7	2,542 14 2
Amraoti	5,899 8 10	5,037 8 9	10,937 1 7		1,499 12 3	490 12 6	373 11 6	109 13 4	114 8 0	673 5 2	3,261 14 9	7,675 2 10
Wun	1,681 6 7	1,897 3 6	3,578 10 1	231 13 10	692 12 0	36 13 0	99 2 0	26 8 0	82 14 8	98 4 0	1,268 3 6	2,310 6 7
Ellichpur ..	3,311 1 4	3,288 9 9	6,599 11 1		1,160 13 0	117 12 9	352 8 11	273 11 5	5 0 0	89 15 9	1,999 13 10	4,599 13 3
Total	21,008 5 5	21,882 8 3	42,890 13 8	650 1 5	7,229 5 6	1,029 15 0	2,594 4 11	1,673 8 6	1,899 8 7	1,174 14 1	16,251 10 0	26,639 3 8
Total for 1882-83	16,031 11 11	22,024 0 3	38,055 12 2	429 9 11	7,163 2 3	532 6 3	4,439 13 6	1,865 10 11	1,630 15 4	985 12 7	17,047 6 9	21,008 5 5

The balances from fees are increasing. In the beginning of 1882-83, they amounted to about 16,000 rupees; on the 1st April 1883 the amount rose to Rs. 21,000, and on the 31st March last it again increased by about Rs. 5,600, though the receipts during the year were smaller than in the year before. The practice of entrusting the fees of these schools to small school committees, which has been alluded to before, has been condemned by the Education Commission and Mr. Lee Warner. It has certainly all the disadvantages of a half measure. Either the

fees should be credited to the Treasury as before, or in accordance with the recommendations of the Education Commission, a district or taluka school board should be entrusted with the whole school fund made up of the educational cess of the district or taluk, the income from fees and the provincial contributions; and they should be asked to allot money for the extension and improvement of education within the range of their jurisdiction. At present the school committees are merely entrusted with the expenditure of the fees realized; and in some of the institutions, where the incomes are large, the masters and committees consider themselves bound to devise the best methods of spending the money. There are only two alternatives, either the money must be spent somehow on the school itself, or large balances allowed to be accumulated. On the other hand, we provide funds from the general cess of the district, not only for the establishment but for furniture and construction and repairs of the school-house. Sometimes the Director is even asked to apply for a provincial grant towards the fitting up of a gymnasium when there is a sufficient balance from fees. Some change is evidently required and will be soon proposed.

Receipts and disbursements.

23. The receipts and disbursements of the Department may be summarised as follows:—

Receipts.

		Rs. a. p.	Rs. a p	Rs a. p.
Balance on 31st March 1883 ..	In the treasury ...	1,62,475 11 8		
	With school committees .	21,008 5 5		
			1,83,484 1 1	
Amount drawn in the year from general revenues.	From Departmental budget grant ...	2,18,159 8 4		
	From Public Works grant ...	17,019 10 8		
			2,35,179 3 0	
Receipts from the educational cess		... ...	86,966 13 11	
Receipts from fees and other local sources...	The amount that passed through the treasury	9,117 15 6		
	That did not pass through the treasury	26,166 0 6		
			35,284 0 0	
				5,40,914 2 0

Disbursements.

		Rs. a. p.	Rs. a. p.	Rs a. p.
Direction		20,225 9 9		
Inspection		27,500 15 5		
Instruction (including all charges other than direction and inspection) ...		3,05,107 13 7		
			3,52,834 6 9	
Balance on 31st March 1884 ...	In the treasury ...	1,61,625 11 10		
	With school committees ...	26,453 15 5		
			1,88,079 11 3	
				5,40,914 2 0

The amount that is actually drawn from general revenues is shown as receipts from that source. The fees, as mentioned before, are either credited to general revenues or kept in the hands of school committees. The amounts that are drawn from other funds are all spent. Hence it is clear that the balance in the treasury, shown above, belongs to the educational cess fund.

Lump grants and result grants to aided schools.

24. Grants to aided schools awarded during the year amounted to Rs. 5,641-7-8, against Rs. 6,624-15-5 in 1882-83. The details for the last two years are shown below:—

Year.	Schools aided by fixed monthly grants.		Schools aided by result grants.					Total.	
	Number on 31st March.	Amount received from Government including prizes.	Number on 31st March.	Proficiency grant.	Capitation grant.	Prizes.	Total amount.	Number.	Amount received.
		Rs. a. p.		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.
1882-83..	10	3,097 14 8	254	2,218 12 0	974 8 0	333 12 9	3,527 0 9	264	6,624 15 5
1883-84..	8	2,235 2 11	226	2,258 7 0	840 0 0	307 13 9	3,406 4 9	234	5,641 7 8

While the total number of institutions to which grants were made has fallen off, the amount of proficiency grants to the schools aided by result grants has slighty increased. But there is a considerable decrease in the total of result grants as well as lump grants.

The Education Commission's Report.

25. The publication during the year of the Report of the Education Commission is an important event in the history of education in British India. I have already submitted my humble remarks on the recommendations made therein, in accordance with the instructions of the Resident. Though the Berar Educational Department was not properly represented on the Commission (Mr. W. Lee Warner's connection with the province having lasted only for two or three months, *twelve years ago*,) the Report submitted to them by Mr. Dandekar furnished the necessary information. But it would, perhaps, have been better for the province if a few witnesses from it had offered themselves to be examined, or if the President had been able to see some of our schools, or if there had been some member sufficiently acquainted with the history of education in the province to interpret correctly the facts and figures given in the "Provincial Report." The Report of the Commission, however, will always be a valuable work of reference whatever orders the Government of India may be pleased to pass on it.

II.—Controlling Agencies.

26. The Department is under the general control of the Director of Public Instruction, who is assisted in the work of inspection by the Educational Inspector. Primary schools are placed under the immediate control of the Deputy Commissioners, each of whom is assisted by a District Deputy Educational Inspector. In addition to these controlling officers there is a Mahomedan Deputy Inspector, who is in charge of all the Hindustani schools in the province.

27. Rao Bahadur Narayan Bhai Dandekar, the permanent Director of Public Instruction, was on privilege leave from the 8th June to the 7th September 1883, and has been on furlough since the beginning of January last. Thus I officiated for him for nearly six months in the year, in addition to my own duties as Educational Inspector. Mr. Dandekar was out on tour for one month and six days in November and December, travelled 225 miles by rail and 118 by road, and visited 34 schools. I visited 127 schools of all classes and travelled 1,038 miles by rail and 662 by road. I inspected most of the Anglo-vernacular schools in all the districts except Buldana, but my principal tour, after I resumed charge of the Director's office in January, took me through three of the districts, *viz.*, Akola, Ellichpur and Amraoti.

Changes in the Inspecting staff.

28. There have been some temporary changes in the staff of the subordinate Inspecting officers. Mr. Vinayak Ramchandra, Deputy Educational Inspector of the Wun District, proceeded on two months' privilege leave in August 1883, and Mr. Sundar Damodar, Head Master of the Anglo-vernacular school at Yeotmal, acted for him

in addition to his own duties. When Mr. Vinayak Rao obtained extension of leave on medical certificate in October, Mr. Balaji N. Mudholkar, Deputy Educational Inspector of Ellichpur, was temporarily transferred to the Wun District, and was succeeded by Mr. Keshava B. Palekar, Head Master Anglo-vernacular school at Ellichpur cantonment. This arrangement still continues, as Mr. Vinayak Rao, I regret to say, is in an indifferent state of health, and is not yet able to rejoin his duties. Mr. Noorkhan, Deputy Educational Inspector of the Hindustani schools, obtained one year's furlough in July last, and since then Mr. Mahomed Hussen, Persian teacher in the Amraoti high school, has been officiating for him. Mr. Laxman G. Rishi, Deputy Educational Inspector of the Basim District, was on privilege leave in February and March, and Mr. Purshotam Ganesh, Head Master, Anglo Vernacular-school, Basim, performed the office work during his absence.

The work of the Deputy Inspectors.

29. The work of the Deputy Educational Inspectors is shown in the following statement:—

Deputy Educational Inspector.	Area of the district in square miles.	Description of schools (Public Institutions.)	Number of schools in the district on 31st March 1884.	No. of schools inspected. Once.	Twice and more than twice.	Total number of visits to all schools.	Number of scholars on roll on 31st March 1884.	Number examined at the first inspection.	Number of days in the district.	No. of miles travelled. By rail.	By road.	Total.	Distance travelled by ordinary road for each visit.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Akola District.	2,660	Government. Middle schools - Boys ...	7	6	...	6	1,351	136	167	180	755	935	4·5
		Government. Primary schools—Boys and girls	100	104		104	5,836	2,868					
		Government. Jail schools . ..	1	.	1	2	37	31					
		Under private management. Primary schools—Boys and girls .	49	54		54	1,143	541					
		Municipal Board Schools—Primary—Boys ..	1	1		1	67	36					
Buldana District.	2,804	Government. Middle schools—Boys .	5	1	4	9	885	313	170	88	1,485	1,573	7·5
		Government. Primary schools—Boys and girls	75	24	51	136	3,692	1,710					
		Under private management- Primary, Boys and girls	71	46	3	52	1,052	474					
Basim District.	2,958	Government. Middle schools—Boys .	1	1		1	261		147	..	1,097	1,097	11·5
		Government. Primary schools—Boys and girls	54	45	13	71	2,603	1,209					
		Under private management—Primary, Boys and girls	27	23		23	385	221					
Amraoti District.	2,759	Government. Middle schools—Boys	4	3	1	5	922		180	134	986	1,120	4·7
		Government. Primary schools—Boys and girls	92	64	28	134	5,957	2,828					
		Government. Jail schools ...	1		1	2	49	46					
		Under private management—Boys and girls	59	65	2	70	1,394	357					
Wun District.	3,907	Government. Middle schools—Boys ...	2	1	1	5	381	115	133		1,113	1,113	9·6
		Government. Primary schools—Boys and girls	47	12	35	85	2,322	1,151					
		Under private management—Primary, boys and girls	35	24	1	26	533	208					
Ellichpur District.	2,623	Government. Middle schools—Boys ...	3	1	2	7	555		144	.	929	929	5·4
		Government. Primary schools—Boys and girls ...	71	31	42	126	3,672	1,706					
		Under private management—Primary—Boys ..	39	39		39	850	352					
Hyderabad Assigned Districts.	17,711	Government.—Primary—Boys and girls	55	58	.	58	2,705	1,197	214	517	978	1,495	11·
		Under private management—Primary—Boys	16	31	.	31	298	86					
		Total ..		634	185	1,047			1,155	919	7,343	8,262	

In column 9 only those boys who appeared for the annual examination in standards before the Inspecting officers at the time of their first visit are shown; and the pupils of those schools which were not *thoroughly examined in standards* are not included. Thus, though each of the District Deputy Inspectors visited all the Anglo-vernacular and Hindustani schools in his district, the pupils in those institutions which were examined in standards by the Educational Inspector and Hindustani Deputy Inspector have not been entered in the column.

30. If the inspection work performed during the year be compared with that of 1882-83, it will be found that while the average number of days spent in the district is about the same (165 against 164), the average number of miles travelled by road has decreased from 1,240 to 1,049, and the average number of inspections from 169 to 150. These figures bear out the statement of the Deputy Inspectors that though they commenced their tours as early as usual, heavy rains and bad roads did not allow them to move in the first part of the inspection season as quickly as they would otherwise have done. I am glad to say that the examinations of all the inspecting officers continue to be searching and their inspections thorough. The Deputy Educational Inspector of the Amraoti District is highly spoken of by the Deputy Commissioner, who says:— "Mr. Balkrishna has done excellent work, he is an intelligent and able officer, and his long services deserve recognition." The Deputy Commissioner of Akola says:— "He (Mr. Bajaba) has plenty of energy, and is ever successful in the management of the village authorities." The work of the other Deputy Inspectors also is satis-

factory to the District Officers. The Director of Public Instruction has always borne testimony to the valuable services performed by each and all of these men, and I need add nothing to what has been said. I would only remark that the men who were appointed to act as Deputy Educational Inspectors for the first time during the year, *viz.*, Mr. Keshava B. Palekar of Ellichpur and Mr. Mahomed Husen, Officiating Hindustani Deputy Inspector, Hyderabad Assigned Districts, are intelligent and energetic officers, and are quite fit to hold the places permanently.

Visits of the District and Taluka Officers.

31. The number of visits paid by the Deputy Commissioners and their assistants to the schools in their districts is shown below:—

Officers.	Akola.	Buldana.	Basim.	Amraoti.	Wun.	Ellichpur.	Total No. of visits.	
							1883-84.	1882-83.
Deputy Commissioners .	26	22	31	13	10	37	139	102
Assistant and Extra Assistant Commissioners	55	3	14	6	15	8	101	137
Tahsildars	35	21	19	36	19	28	158	186
. Total ...	116	46	64	55	44	73	398	425

The number of the Deputy Commissioners' visits has considerably increased. It must also be remarked that the table does not show all the visits paid by the District Officers to the schools under them. The Deputy Commissioner of Wun says:—"The statement showing the visits paid by officers, &c., is somewhat misleading. Numbers of schools are visited which come on the line of march, but as no formal examination is held no remarks are made in the books, and so they are not counted." The Education Commission remark.—"The influence of the District Officer at any rate is so great, and the advantages of showing the people that he interests himself in their education are so manifest, that it is very desirable that his official connection with all the schools in his district should be definitely declared." In Berar this was done long ago. The advantages of the cordial co-operation of the District Officers with the Department are strikingly exemplified in this province. During the past year Colonel Menzies at his visits to schools, which were rather long, tried to aid the progress of education by speaking strongly (when necessary) to the apathetic school committees and village officers. Mr. Knowlys made it a point when out on tour to visit every Government school he came across, and everywhere remarked on the interest (or want of it) taken by school committees. Colonel Laughton urged upon all school committees during his last tour to try and take greater interest in the welfare of the institutions. In short the warm interest taken by all the Deputy Commissioners in education has had a wonderful effect on the attendance and progress of our schools. The visits of the Assistant Commissioners and Tahsildars appear to have decreased; but they are generally so hard worked that they cannot be expected to make many inspections.

School committees.

32. The following table shows that the number of visits paid by school committees has been increasing during the last four years:—

District.	1880-81.	1881-82.	1882-83.	1883-84.
Akola ...	80	85	87	79
Buldana ...	28	67	98	106
Basim ...	25	43	36	36
Amraoti ...	92	142	113	132
Wun ...	41	65	65	51
Ellichpur ...	50	61	119	150
Total ...	316	463	518	554

It will be observed that in the past year the largest number of visits was paid in the Ellichpur District, though the number of committees in it is smaller than in at least two of the other districts. These bodies must be educated to take intelligent interest in the welfare of the schools with which they are connected, and it will have been seen from the remarks made in the preceding paragraph that the Deputy Commissioners have been endeavouring to create wholesome enthusiasm. Though the interest taken by the committees has been growing, there is no doubt that the number of the bodies which are indifferent and apathetic is, in most of the districts, far larger than of those which do some useful work. The Deputy Commissioner of Buldana says:—"I am afraid that school committees are seldom very useful, and perhaps they see more of their schools when an officer visits them than at any other time." The Deputy Commissioner of Ellichpur remarks:—"These school committees are not doing the work they should. I generally find most are apathetic and take no interest in the schools and seldom or ever go near or assist the cause of education in any way. But there are some bright exceptions, such as those of Yeoda, Budnair, Gangai, &c." These remarks made by the Deputy Commissioner of a district in which the number of the school committees' visits is the largest are somewhat disheartening. "The bright exceptions" happen to be in places where the masters are thoroughly efficient and popular; and it must be admitted that under such men the schools either prosper without any active aid on the part of the committees or these bodies are easily roused to co-operate with them. This reminds us of the old remark "that a good master makes a good school." It seems desirable, however, that the duties of the school committees be defined still more clearly. The Deputy Educational Inspector of Amraoti says:—"At present, with the growing attendance and stricter examinations, the masters cannot afford to devote their time and energy to any other subject than instruction. The school committees might be asked to see to a proper attendance at the schools and to the collection of fees, and the masters to instruction alone. Such a division of labour would seem to be both convenient and appropriate." On this the Deputy Commissioner remarks:—"I am quite prepared to call on the school committees to bear their share * * of the work of keeping up the school." I have already stated that a very small proportion of the school-going population of the places which are now provided with schools is under instruction; and if the members of the school committees in all the districts can be made to exercise their influence in increasing the attendance in the schools under them, they will be rendering invaluable assistance to the cause of primary education. Government cannot, of course, do every thing, and the liberality of private gentlemen cannot perhaps be better directed than in paying the fees of poor boys or in contributing towards the foundation of scholarships for the children of the indigent classes who cannot afford to forego a portion (however small) of their poor income by sending their sons to school.

33. It must be added that some remarks made in the preceding paragraph do not seem to be applicable to the Akola District, in which, though the number of the committee's visits to the schools has fallen off, 82 out of 95 committees are reported to have shown interest in their work, and the Deputy Commissioner recommends that their powers to spend money out of the fee receipts be enhanced.

III.—University Education.

Berar University scholarships.

34. There is no university in Berar nor any collegiate institution affiliated to any of the universities in other provinces. At the head of the scheme of education are the two high or upper secondary schools, which prepare boys for the matriculation examination of the Bombay University. The administration has founded scholarships tenable in the colleges of the Western Presidency by the matriculated youths of Berar, and thus some expenditure from the revenues of the province is being incurred on the university education of these men. It has, therefore, been customary to give a short account of the progress of these scholars in this section of the Report.

Three scholarships, of the value of Rs. 20 each, tenable for three years, are awarded every year, so that nine can be held at a time. It would appear from the following statement that there were eight scholars on the 31st March last:—

Name of college.	Number of scholars.		Number who passed during the year.			
	On the 31st March 1883.	On the 31st March 1884.	P. E.	First B. A.	B. A.	Total.
Elphinstone College ...	7	5	1	...	1	2
Deccan College ...	...	3	...	...	...	...
Total ...	7	8	1	...	1	2

Out of seven scholars who were on the roll of the Elphinstone College on the 31st March 1883, only two were successful at the examinations. One passed the B. A., and one the "previous examination." The scholar who passed this last test entered the college early in 1882; and it is a matter for regret that none of the last year's students has succeeded in passing the examination, nor has any Berar scholar passed the "first B. A." during the year. No students from this province have joined the College of Science during the last two years, and the three scholars who are now studying in the Deccan College were enrolled only in January last.

35. It is always interesting to note the career of former Berar scholars and ex-students of our high schools. Mr. Bastisinh Duniasinh, B. A., continues to hold a fellowship in the Deccan College. Mr. Moro Vishwanath Joshi, a late student of the Amraoti high school, has been uniformly successful at his examinations. He passed the L. L. B. examination this year, and won the Arnould scholarship for proficiency in Hindu Law. Another ex-student of the same institution, who has joined the Bombay Grant Medical College, has passed the "First Examination in Medicine."

IV.—School Education, General.

(a).—*Secondary Schools.*

Statistics of secondary schools.

36. The following table gives some information regarding the secondary schools in the province:—

No. of Institutions.	Schools.	Number on roll on 31st March.		Average number on roll monthly during		Average daily attendance during		"Direct" expenditure from Provincial revenues.		Fees.		Town and municipal funds and subscriptions.		Total.		Annual cost of educating pupil. Total cost.		Cost covered
		1883.	1884.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84	1882-83.	1883-84.	1883-84.
								Rs. a p.	Rs. a p.	Rs a p.	Rs. a p.	Rs a. p.	Rs a. p.	Rs. a. p.	Rs a p.	Rs. a. p.	Rs a p	Rs a. p.
1	Akola High School	150	144	128	136	106	107	11,681 12 2	11,489 11 2	679 8 0	674 8 2			12,361 4 2	12,164 3 4	96 9 2	89 7 1	91 4 3
1	Amraoti High School	164	194	158	157	120	136	9,189 2 11	8,983 13 0	885 0 0	840 11 0			10,074 2 11	9,824 8 6	63 12 2	62 9 3	58 2 6
22	Middle or Anglo-vernacular Schools	4,247	4,355	4,128	4,253	3,058	3,112	47,553 9 3	49,492 0 5	5,541 3 0	5,191 13 9	133 8 0	450 1 0	53,228 4 3	55,133 15 2	12 14 4	12 15 5	11 8 4
	Total ..	4,561	4,693	4,414	4,546	3,284	3,355	68,424 8 4	69,965 9 1	7,105 11 0	6,707 0 1	133 8 0	450 1 0	75,663 11 4	77,122 11 0	17 2 3	16 15 5	15 8 0

The figures given in the table show a satisfactory progress. While the number on the rolls and average attendance have increased during the year, the cost of educating each pupil has, on the whole, decreased. The increase of expenditure in middle schools has been explained in para. 21. In accordance with the instructions of the Government of India money spent on account of scholarships has been excluded from the "direct" expenditure.

37. The figures for Berar entered in the tables in the 5th Chapter of the Report of the Education Commission seem to demand some notice. The circumstances of the province are peculiar. We have got only two high schools and 22 middle class schools. Most of the higher teachers employed in these institutions have been imported from the Bombay Presidency, and the province being small there are very few chances of promotion to these men Instances can be given of graduates having got no promotion for 13 years after they accepted service in Berar, and of others who had to be granted *personal allowance* for their valuable services. The Education Commission say* :—"One considerable element in the value of a post consists in the prospect of future promotion or of transfer to a better paid service which it holds out;" and again, "if the salaries offered are not sufficient to attract competent men, competent men will not take the appointments." For these reasons it has been found necessary to offer comparatively high salaries to attract competent men. But while the salaries of the teachers are higher, the rates of fees levied in our secondary schools were hitherto far lower than in Bombay, and consequently the general proposition that the cost of educating each pupil is higher in Berar than in the schools in that Presidency is correct. But when it is said that the cost in Berar is Rs. 239, against Rs. 59 in Bombay (*vide* table given in page 204 of the Report of the Commission, and remarks made in para. 247) a very wrong impression is conveyed The curriculum of our high schools is modelled exactly after that of Bombay, but while the first four classes in the institutions of that presidency form the *high school proper*, only the two highest of the corresponding classes in our schools of the same grade were hitherto held to constitute a high school. If our classification had been similar to that of Bombay in 1881-82, the annual cost of educating each pupil in our high schools would have been Rs. 122 instead of Rs. 239 Mr. Lee Warner in his report on Berar submitted to the Educational Commission says:—"The two high schools of Akola and Amraoti contained only 61 boys on March 31st last (1882), who cost the State more than Rs. 237 apiece The total cost of a high school pupil in the Presidency of Bombay is Rs. 59, and the average number in a Deccan high school outside Poona is 91 boys. The retention of the two high schools in Berar appears, therefore, to be a needless extravagance." It would appear from what I have said above that the figures on which Mr. Lee Warner's conclusion is based are not correct. In the extract just quoted the term "high school" does not convey the same meaning everywhere. On the 31st March 1882, the two high schools of Berar (using the term in the sense in which it is used in Bombay, *viz*:—institutions each consisting of four classes) contained 175 boys and not 61, and they cost the State only Rs. 117 apiece and not Rs 237. Some other figures given by the Education Commission, such as the "proportion of fees to total expenditure," "percentage of provincial expenditure to total expenditure on secondary schools," &c., are also misleading, but as I have addressed you separately on these subjects, it does not seem to be necessary to dwell on them here.

High schools.

Para. 275.

38. In the following table the results of the examinations of all the classes in the two high schools are compared:—

Comparison of the results of examinations.

High School.	Matriculation class				Standard X				Standard IX				Standard VIII				Total.			
	On roll *	Examined	Passed	Prizes gained	On roll *	Examined	Passed	Prizes gained.	On roll *	Examined	Passed	Prizes gained	On roll *	Examined	Passed	Prizes gained	On roll *	Examined	Passed	Prizes gained
Akola ...	16	4	...	...	8	8	4	...	24	22	7	4	40	34	30	11	88	68	41	15
Amraoti ...	19	9	6	1	22	16	15	14	28	26	22	10	31	24	20	3	100	75	63	28
Total ...	35	13	6	1	30	24	19	14	52	48	29	14	71	58	50	14	188	143	104	43

* In the beginning of the official year.

Here the results of the examinations of those classes only which form the high school proper are given. The matriculation class is examined in Bombay by the university, and the pupils of the other classes in the high school towns. These are examined simultaneously, and the boys who stand first and second in the order of merit in each subject get prizes. The prizes shown under standards VIII to X. are won in this manner. The prize shown under the matriculation standard is "the Sinclair Prize," worth Rs. 60, founded by some native friends of the late Dr. Sinclair, the first Director of Public Instruction in this province, and awarded by the university of Bombay each year to the pupil from Berar who gains the highest number of marks in Sanskrit or Persian at the matriculation examination.

39. The figures in the above table speak for themselves; and I need not say that all the classes in the Amraoti high school, except the lowest, beat down their rivals at Akola in every respect. As regards the matriculation class, however, the contrast is most striking. While not a single boy passed from the Akola school out of four who appeared for the examination, six passed out of nine sent by Amraoti. The valuable services of the Head Master, Mr. Vishnu Moreshwar Mahajani, M. A., to whose ability and untiring zeal the great success of the high school is owing, were acknowledged by Government, and the Director of Public Instruction's recommendation to grant him a personal allowance was sanctioned during the year.

Comparison of results in the ancillary branches.

40. The results of the examinations of the lower classes in both the schools are shown below:—

School.	Standard VII.				Standard VI.				Standard V.				Total.			
	On roll.	Examined.	Passed.	Prizes gained.	On roll.	Examined.	Passed.	Prizes gained.	On roll.	Examined.	Passed.	Prizes gained.	On roll.	Examined.	Passed.	Prizes gained.
Akola High School.	48	36	33	9	6	5	2	2	8	4	1	3	62	45	36	14
Amraoti Do. . .	46	40	30	5	7	7	5	7	11	7	3	5	64	54	38	17
Total ...	94	76	63	14	13	12	7	9	19	11	4	8	126	99	74	31

Here also the Amraoti high school cuts, on the whole, a better figure. In the last two classes Mahomedan boys (as stated in para. 12) were hitherto taught the lower secondary standards.

Drawing.

41. Masters for teaching drawing have been entertained in both the high schools, and their labours seem to have been attended with a fair amount of success. In the Amraoti high school instruction in this subject is imparted to pupils studying standards X., IX. and VIII.; and the two higher classes did well in it at the last annual examination and carried off both the prizes. "Two of the boys," writes the head master, "now under standard X. submitted their free hand drawings to the Superintendent of the Arts school in Bombay, who has approved of them and allowed the boys to appear for the 2nd grade Art Examination under that head." In the Akola high school, the lower classes, *viz*, those under standards VIII. and VII. have done well and won all the prizes. The boys of this institution are reported to take to this subject with great interest.

Boarding establishments

42. The boarding establishments attached to the high schools continue to be managed by the students themselves under the general superintendence of the masters. The

Hindu boarding establishment at Amraoti has, for want of accommodation, been split up into two sections, one of which is accommodated in a rented building. The Mahomedan boarding and lodging-house is in the city, and is supervised by the Hindustani Assistant. At Akola the boarders from the high school and those from the training college could not pull on well together, and the students of the former institution were allowed to have a separate establishment of their own. A boarding house for Mahomedans is very urgently wanted at Akola, and the Hindustani Deputy Educational Inspector is in search of a suitable building in the neighbourhood of the high school and the training college. The subjoined statement shows the present condition of the establishments attached to the high schools, as compared with that of the preceding year :—

Locality.	No of boarders on 31st March.		Average monthly No of boarders during		Average monthly cost for each boarder.					
	1883.	1884.	1882-83.	1883-84.	1882-83.			1883-84		
					Rs	a	p.	Rs.	a.	p
Akola	88	25	69	26	4	9	3	5	11	0
Amraoti	77	79	75	69	4	0	5	4	4	8

The figures for 1883 against Akola include the boarders, &c., from the training college. The division of one establishment into two has naturally enhanced the cost per head. The increase in the cost at Amraoti is attributed to the difficulty of securing Brahmin cooks, who now "demand as much as Rs. 10 per mensem." The establishments of these institutions and the provisions, &c., are paid for by the pupils, and Government provides house accommodation and medical attendance.

Changes in establishments.

43. Mr. G. C. Aitken, Head Master of the Akola high school, who had served the department uninterruptedly for 17 years, was compelled by ill-health to proceed to Europe on two years' leave on medical certificate. Mr. Vishnu M. Mahajani, M. A., was appointed to act for him, and Mr. Raghunath B. Talvalkar, B. A., First Assistant in the Akola school, was appointed officiating head master of the Amraoti high school, his place having been bestowed on a young graduate from Poona.

Middle class schools

44. As remarked in para. 12, each of the 22 middle or lower secondary schools has a full primary department attached to it. The highest standard taught, however, is not the same in all the institutions. Six of the schools teach the whole lower secondary course, neither more nor less, two schools (those at Malkapur and Ellichpur cantonment) have, in addition to primary and middle courses, a class under the lowest standard of the high school course, and all the others impart instruction in only two of the standards of the lower secondary course. It is intended to introduce into all these institutions the 7th or the highest standard of the middle course as soon as practicable.

Results of examinations in standards VIII. and VII.

45. The highest classes of the schools in which the 7th or 8th standard was taught before October last were examined at Akola or Amraoti with the pupils of the high schools. The results were as follows :—

Anglo-Vernacular schools at	The highest standard taught	No examined.	No. passed
Malkapur	VIII.	7	7
Ellichpur cantonment	VIII.	6	4
Akot	VII.	11	8
Basim	VII.	3	3
Khamgaon	VII.	3	2
	Total	30	24

The introduction of the teaching of the 8th standard into the schools at Malkapur and Ellichpur has been successful, so far as the teaching of this standard is concerned; but the Educational Inspector found at his annual inspection of the schools that some of the lower classes had not been taught as successfully as they should have been, because (1) the assistants had to impart instruction in the higher standards than the ones which they had been accustomed to teach, and (2) the head masters being fully occupied with their own classes could not afford to give as much time to supervision as is required in the present state of the schools in Berar. The result of the classes under Standard VIII., however, is creditable to them, and especially to Mr. Hari Moreshwar Shevde, of the Malkapur school, from whose class all the pupils who appeared for the examination were successful. Of the three schools examined in the seventh standard, the one at Akot, which has prospered under the successful management of Mr. Sadashiv Govind Damle, acquitted itself most satisfactorily, the others having presented very few boys for the examination.

The High School Entrance Examination.

46. The results of the high school entrance examination in Standard VI., at which 136 candidates appeared from 15 of the Anglo-vernacular schools, were on the whole satisfactory. As usual, the middle schools at Amraoti and Akola, which are naturally the most important feeders of the high schools, sent large numbers of successful candidates. Out of 23 boys sent for the examination by the Anglo-vernacular school at Amraoti, 18 passed the test, and out of 21 who appeared from the institution at Akola, 14 were successful. The schools at Mehkar, Ellichpur city, Jalgaon, Wun, Balapur and Shegaon did well, each having passed five or more boys. As regards the quality of instruction imparted in these schools it may be remarked that the names of two boys from the Amraoti Anglo-vernacular school stood at the top of the list of successful candidates examined in the local high school; and amongst the first five in the order of merit in each of the two lists will be found three boys from Amraoti, two from Mehkar, two from Murtazapur and one from each of the schools at Ellichpur city, Jalgaon and Shegaon. The head masters of all these schools have worked satisfactorily.

Pupils learning English.

47. The success and popularity of our Anglo-vernacular schools are, however, more accurately determined by the number of boys learning English in them. These pupils have to pay higher rates of fees, and many of them have to leave their native villages in order to acquire a knowledge of that language; and, therefore, unless there is a genuine desire on the part of the people to have their sons educated in English, and they have thorough confidence in the efficiency of the schools, the number will not increase. But it has been steadily rising in all the Anglo-vernacular schools for some years, and it is now found difficult in many places to provide accommodation for boys coming from other villages. As stated before, a boarding and lodging house is under construction at Ellichpur, and the Deputy Commissioner of Wun proposes to convert the present school-house at Yeotmal into a boarding house and to have a new building for the school. Masters from many other places express a wish to make similar provision. The number of boys learning English in the Anglo-vernacular schools has increased from 921 to 1,044 during the year, and there are now seven schools in which it varies from 50 to 106.

Middle schools in different districts.

48. The distribution of the Anglo-vernacular schools according to districts is given below:—

Statement.

District.	No of Anglo-vernacular schools.	Total No. on rolls.	No. learning English.	No. of passes in secondary standards.	Fees collected.		
					Rs.	a.	p.
Akola	7	1,351	327	124	2,064	14	0
Buldana	5	885	198	71	1,235	10	6
Basim	1	261	74	23	309	6	0
Amraoti	4	922	199	65	1,182	3	3
Wun	2	381	69	21	417	14	0
Ellichpur	3	555	177	55	845	7	0
Total ..	22	4,355	1,044	359	6,055	6	9
Total for 1882-83 ..	...	4,247	921	317	5,541	3	0
Total for 1881-82 .	...	4,050	733	249	4,934	2	0

The schools have decidedly improved in efficiency during the year. While the number on roll has increased only by 2·5 per cent., the receipts from fees have risen by nearly 8 per cent., and the number of boys learning English and that of passes in the secondary standards, by 13 per cent. The Akola District is, as might be expected, the richest in every respect. Though the number of Anglo-vernacular schools in the Amraoti District is smaller than in Buldana, it is better off as regards scholars. The Deputy Commissioner wishes to have an Anglo-vernacular school at Morsi, and arrangements will soon be proposed to transfer the establishment of one of the less flourishing schools to that town. It may be remarked here that at Barur, Badnera, as well as at Morsi, there were formerly Anglo-vernacular schools, but they were closed for want of appreciation on the part of the people. The Deputy Educational Inspectors of three of the districts refer to the fact that boys who have passed standard V. in a vernacular school are compelled to spend one year in studying the same standard in an Anglo-vernacular school for their not having studied the English Primer, which alone would not take up more than two or three months; and suggest that such vernacular schools as teach the 5th standard without the English portion should be allowed to impart instruction in all the subjects of the standard. This cannot be easily done. Under the existing rules the introduction of even a little English changes the status of a school. This slight alteration makes it an "Anglo-vernacular school," which is supposed to mean that it cannot be maintained from the amalgamated fund, but that the whole of its cost must be paid from the provincial revenues. A proposal to remove the technical difficulty will, however, be soon submitted.

Scholarships and exhibitions.

49. The educational institutions of different classes are, in the Hyderabad Assigned Districts, linked together by means of scholarships, and the Education Commission have remarked (*vide* para. 280 of their Report) that this is one of the four provinces in which the provisions of the despatch of 1854 have been carried out with anything like completeness. There are 95 exhibitions of the value of Rs. 4 each connecting primary with middle or lower secondary schools. Ten of these are reserved for Mahomedan pupils studying in Hindustani schools. All these, with the exception of 4, were filled up at the close of the year. Of the 22 Anglo-vernacular schools 12 are allowed exhibitions, the number in each varying from 5 to 10. As the desire of learning English is spreading, the want of more exhibitions is beginning to be felt, and the Head Master of almost every middle school to which no exhibition is attached seems to think that his school is unjustly treated. The Deputy Commissioner of Basim is of opinion that "if the number of exhibitions could be increased it would doubtless form a greater incentive to progress in education." It is not perhaps necessary to increase the Government grant for these scholarships for the present, but the time has come to re-distribute them and re-consider the rules. Out of 10 scholarships founded for specially encouraging the study of the vernacular languages and 42 ordinary exhibitions tenable in the high schools, 4 and 40 were respectively filled up during the year. Exhibitions awarded in the high schools do not seem to have been properly distributed among different

classes, and consequently there is no fixed number reserved for boys newly entering the institutions every year. Revised rules on the subject are under consideration.

(*b*).—*Primary Schools.*

Government schools for boys.

50. Public primary institutions in Berar are divided into two main classes: Government or departmental schools and non-departmental schools. As female schools will be described separately, the information given in this and the following three paragraphs relates to boys' schools only. The numbers of Government schools and scholars on the 31st March of 1883 and 1884 are compared in the following table:—

District.	Number of schools in March.		Number of scholars.		Average number on roll.		Average daily attendance.	
	1883.	1884.	1883.	1884.	1882-83.	1883-84.	1882-83.	1883-84.
Akola	101	99	6,073	5,911	6,035	5,992	4,171	4,283
Buldana	72	72	3,784	3,575	3,661	3,535	2,597	2,398
Basim	53	53	2,592	2,580	2,452	2,509	1,852	1,813
Amraoti	89	90	5,484	5,894	5,661	5,559	3,769	3,640
Wun	45	46	2,232	2,286	2,165	2,217	1,540	1,668
Ellichpur	70	69	3,752	3,626	3,565	3,620	2,450	2,378
Total ...	430	429	23,917	23,872	23,539	23,432	16,379	16,180

The secondary schools are fed by the primary ones, and the decrease of attendance thus caused in the latter is more than made up, in prosperous years, by new accessions. Though the year under report was exceptionally unfavourable, the falling-off is very slight on the whole.

Progress during the last five years.

51. The following table shows the number of schools and scholars during the last five years:—

Year.	Number of schools.	Number of scholars.	Average number on roll.	Average daily attendance.
1879-80...	437	20,294	18,352	13,951
1880-81...	435	21,896	20,954	15,498
1881-82...	437	24,258	23,106	16,824
1882-83...	430	23,917	23,539	16,379
1883-84 .	429	23,872	23,432	16,180

This shows that since 1879-80 the number on the rolls and the average daily attendance have increased by 21·7 and 13·8 per cent respectively. The falling-off in the number of schools is more apparent than real, as the number of villages having schools is now larger than in 1879-80. The so-called branch schools which did not exist in 1879-80, and which now number 34, are not considered separate from the main schools, and hence the apparent decrease.

Expenditure.

52. The following table shows the expenditure and the total cost of educating each pupil in the primary schools of all the districts :—

District.	Fee receipts.	Expenditure from				Cost of educating each pupil.	
		Provincial revenues.	Education cess.	Other funds.	Total.	Total cost.	Cost to provincial funds.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola	6,412 9 9	18,543 15 5	17,280 6 7	4,327 7 7	40,151 13 7	6 11 3	3 1 6
Buldana ...	3,063 3 9	13,143 8 5	7,349 12 8	1,692 1 3	22,185 6 4	6 4 5	3 11 6
Basim ...	2,156 9 6	10,064 13 5	5,793 10 6	1,323 6 4	17,181 14 3	6 13 7	4 0 2
Amraoti ...	5,028 10 3	15,297 6 0	14,868 13 10	2,760 13 0	32,927 0 10	5 14 9	2 12 0
Wun	1,894 15 3	7,855 0 8	4,331 4 4	1,227 12 9	13,414 1 9	6 0 10	3 8 8
Ellichpur ...	3,280 13 0	12,850 2 0	9,106 11 2	2,118 3 10	24,075 1 0	6 10 5	3 8 10
Total ...	21,836 13 6	77,754 13 11	58,730 11 1	13,449 12 9	1,49,935 5 9	6 6 5	3 5 1

Results of examinations.

53. The results of the examinations held by the Inspecting officers are as follows :—

District.	No. of pupils examined.	No. passed under Standards.					Percentage of passes.
		I.	II.	III.	IV.	Total.	
Akola	3,728	891	684	434	255	2,264	60·7
Buldana	2,434	567	320	252	107	1,246	51·2
Basim	1,359	411	251	167	76	905	66·6
Amraoti	3,417	938	634	418	181	2,171	63·5
Wun	1,380	382	282	140	64	868	62·9
Ellichpur	2,010	468	392	243	132	1,235	61·4
Total ...	14,328	3,657	2,563	1,654	815	8,689	60·6
Total for 1882-83 ...	15,089	4,037	2,603	1,539	769	8,948	59·3
1881-82 ...	14,229	3,818	2,486	1,404	622	8,330	58·5
1880-81 ...	12,893	3,546	2,167	1,281	520	7,514	58·3
1879-80 ...	11,219	2,846	1,833	1,032	378	6,089	54·3

In this the pupils in the primary classes of the Anglo-vernacular schools have been included. It will be observed that the numbers of examinees and passes have steadily risen during the last five years, with this exception, that the figures for the year under report, compared with those for the preceding year, show on the whole a falling-off. It is remarkable, however, that while the number of boys on the roll has decreased (*vide* para. 51) since 1881-82 by 1·6 per cent., the number of examinees has increased by ·7 per cent., and the number of passes by 4·1 per cent. during the same period. Compared with the year 1882-83 also, the numbers of boys examined and passed in the higher standards (3rd and 4th), and the percentage of passes to the examinees in all, have increased. Thus the fact that unhealthy seasons and bad crops tell most injuriously on the lower classes has been verified once more.

Special rewards to lower teachers.

54. The Resident was pleased to sanction, during the year under report, the rules proposed by the Director of Public Instruction for granting bonuses at the rates mentioned

in the margin to deserving school masters. The sums provided for in the past year's cess budget for this purpose and the amounts actually awarded are shown in the following table :—

		Rs	a	p
For each pupil passed in Standard	I ...	0	8	0
Do do.	II. ...	1	0	0
Do do.	III....	1	8	0
Do. do.	IV....	2	0	0

District.	Amount provided for in the cess budget.			Bonuses awarded from the Educational Cess.				Grants awarded from provincial revenues to lower teacher in Anglo-vernacular schools.				Total.			
				No. of teachers.	Amount.			No of teachers.	Amount.			No. of teachers.	Amount.		
	Rs.	a.	p.		Rs	a.	p.		Rs.	a.	p.		Rs.	a.	p.
Akola	1,000	0	0	25	398	8	0	10	203	8	0	35	602	0	0
Buldana ...	500	0	0	19	207	0	0	4	48	0	0	23	255	0	0
Basim	350	0	0	25	262	0	0	...	...			25	262	0	0
Amraoti	1,000	0	0	33	388	4	0	6	129	8	0	39	517	12	0
Wun ...	400	0	0	8	118	0	0	...	...			8	118	0	0
Ellichpur	600	0	0	9	111	0	0	6	102	0	0	15	213	0	0
Total ...	3,850	0	0	119	1,484	12	0	26	483	0	0	145	1,967	12	0

These grants can be awarded only to the teachers whose pay is Rs. 15 or less per mensem. The master who passes at least one-third the average number of pupils on roll in the first standard and one-half the number in each of the higher classes taught by him is entitled to this reward, provided that the average number on roll for the previous six months of the class or classes taught by him is not less than 20 in Marathi and 12 in Hindustani schools. This measure has, as was expected, awakened a healthy emulation amongst the lower teachers and stimulated their exertions. Some objections, however, have been raised against the last proviso, because it is said to go very hard against the head masters of village schools in the backward districts who can never hope to have as many as 20 boys under them, and on some other grounds. The rules have been sanctioned experimentally for two years, and all the representations will doubtless be considered when they are revised; but it may be remarked that the Deputy Inspectors who think that every teacher who has done tolerably well should get a special reward and those who go so far as to recommend rewards for "attendance, gymnasium, garden and popularity, &c.," seem to be mistaken as to the object for which these grants have been intended.

The pay of masters.

55. The question as to whether the pay of the teachers in our schools is adequate has been frequently discussed in the annual reports. Last year Mr. Dandekar noticed some remarks made on the subject by the Deputy Commissioner of Buldana. In his memo. on the Wun Deputy Educational Inspector's Report for 1883-84, Colonel Szczepanski writes : "Some of the masters are paid as low as six rupees. Surely it is not well to demonstrate the value of education by posting a man in a village to promote it, whom you pay less than a peon and about the same as a sweeper." In the first place, I would remark that men on Rs. 6 are assistants and are never put in independent charge of a school. Mr. Dandekar wrote as follows in his Report for 1882-83 : "Whatever may be the opinions of District Officers on this point, I have only to add that the rates (of pay) are lower in all the other provinces." The Inspector General of Education in the Central Provinces informs me that the lowest pay of a master in independent charge of a village school is eight rupees, and that the assistants, who are monitors, get from two to six rupees. It is true that the higher the pay of a master the better work he will perform and the greater influence and respect he will command amongst the people. It must also be admitted that the province being comparatively rich and the ryots generally in well-to-do circumstances, their ideas as to what position a schoolmaster ought to occupy may be on a higher level than in provinces where

the people may be suffering from heavier assessments or have become poorer on account of a different system of land tenure. But the question must be looked at from a practical point of view. Where are we to get the money from, if we are to increase the salaries of the masters which are already higher than in the neighbouring provinces? At the lowest computation an additional provision of Rs. 50,000 a year will be required if we wish to establish schools for boys *with masters on Rs. 8 a month* in villages having 500 souls or more; and when we consider that higher pay will have to be offered in order to induce competent men to accept appointments in backward districts, that additional central schools will be required to reach the school-going population in smaller villages, and that provision will have to be made for training a larger number of masters, making grants towards the construction of school-houses and starting as many female schools as will be wanted, the amount of money that will be required can hardly be calculated. If through the liberal rules for grants-in-aid which have been lately proposed, more private schools are started, or if the municipalities and the people contribute more towards the cost of the extension of education, Government will have to incur smaller expenditure, but it will still be too great to permit any departure from the policy of rigid economy in educational expenditure so successfully carried on by Rao Bahadur Narayan Bhai Dandekar. It must be admitted that to pay even an assistant school master less than a peon in a province like Berar is an evil, but to allow a large majority of the school-going population to remain entirely illiterate is a greater evil, and we cannot help choosing the former in preference to the latter, as long as efficiency is not sacrificed.

Jail schools.

56. The number of prisoners under instruction in the jails at Amraoti and Akola in March 1884 was 86, against 121 in the preceding year. The first three standards are usually taught in these schools, but this year one juvenile prisoner at Akola was presented for examination in standard IV. and passed the test successfully. The result of the annual examination held in that jail was on the whole fair, as out of 31 prisoners examined, 16 passed in the first four standards. The progress of the prisoners under instruction in the Amraoti Jail, who are divided into four classes, is but moderate. The Deputy Educational Inspector remarks that better progress is not possible because "there are four classes of convicts to be taught, while the time allowed for the purpose is one and the same hour. Supposing the master divided his time equally among the classes each gets about 15 minutes. But the actual time must be less, not more than 10 minutes a day, inasmuch as some time is lost in calling the roll, &c." It is suggested that each class should be taught one hour a day separately. If it be not likely to interfere with jail discipline, the suggestion is worthy of adoption. The paid master will then have to work four hours a day instead of one, and Government will be in a position to hold him responsible for his work.

Public institutions under private management.

57. It has been already stated that the institutions under private management have suffered most on account of the unfavorable circumstances of the year. The Municipality of Akola have taken under their management the school for low caste boys which was under private management up to the end of March 1883. This school is now aided by the municipal board by a fixed monthly grant which is supplemented by a yearly result grant made by the department. Fearing that municipal and local boards will be against admitting low caste boys into their schools, the Education Commission have recommended some safe-guards. It will, therefore, be a matter for agreeable surprise that the only institution in Berar taken in hand by a municipality is a school specially started for the children of Mhars, Mangs and other low castes. There are seven other schools in the province aided by a fixed monthly grant. The mixed school for Europeans at Yeotmal was closed for want of teachers. The school for boys at Ghodegaon in the Akola District and the one (Urdu) for girls at Murtazapur were closed for want of popular support. The Hindustani school at Argaon was temporarily closed before the end of the year, but as the Government grant has been sanctioned again it is likely to be re-opened soon. Some information regarding the

eight institutions (including the municipal board school) which are now aided by fixed grants is given below.—

No. of school	Description of schools	No on roll on 31st March	Average No on rolls monthly	Average daily attendance	Sanctioned monthly grants	No of pupils passed in the primary standards
					Rs a p	
1	Akola Christian school	15	13	8	30 0 0	...
2	Amraoti and Buldana Mission schools ...	78	81	60	40 0 0	20
2	Village boys' school, Akola District	33	35	26	9 3 4	6
2	Akola and Murtazapur Marathi girls' schools	54	52	28	18 12 0	18
1	Akola Bedar school	67	76	45	10 0 0	14
8	Total .	247	257	167	107 15 4	58

The Christian school at Akola was inspected by Mr. Dandekar during the year, but he did not examine the pupils in standards. All the other schools were examined by the Deputy Educational Inspectors. "The Buldana Mission School," says the Inspecting officer, "does not do justice to the liberality with which it is treated." The Deputy Commissioner remarks. "The Church Mission School at Buldana has been made a mere means for enabling sundry persons to get hold of money for their own purposes," "but," he adds, "very recently this matter has been taken up by the Church Mission Society and the Chaplain of Berar, and I hope that now a fresh departure has been taken the school will do better than it has hitherto done." The two indigenous schools in the Akola District aided by fixed monthly grants do not also seem to be doing well. The Deputy Inspector says that there is every likelihood of their being closed if the people of the villages do not take greater interest in their welfare. The Amraoti Mission institution and the Marathi school for girls at Murtazapur seem to be doing fairly.

Indigenous schools.

58. The number of pupils in indigenous schools and the grants earned by them are shown in the following table:—

District	No of indigenous schools on 31st March 1884	No of indigenous schools (public institutions) on 31st March 1884.	No of indigenous schools inspected and examined during 1883-84	No. of pupils examined.	No of schools which earned grants and prizes during 1883-84: No of indigenous schools which earned proficiency and capitation grants including prizes	No of schools which earned proficiency grants and prizes and not capitation grant	No of schools which received prizes only.	Total.	No of pupils under each standard who earned grants-in aid: I	II	III	IV	V.	Total	Amount of grant earned: Proficiency	Capitation	Prizes	Total
															Rs a. p	Rs a p	Rs a p	Rs. a p
Akola	139	47	65	608	19	27	12	58	223	115	83	14		465	724 11 0	211 0 0	81 7 6	1,017 2 6
Buldana	75	70	43	470	22	11	10	43	147	111	47	3		308	454 4 0	228 0 0	63 14 0	746 2 0
Basim	35	27	23	221	8	10	3	21	69	44	30	3		146	246 3 0	83 0 0	30 8 0	359 11 0
Amraoti	69	57	69	332	12	18	12	42	116	81	40	6		243	345 6 0	116 0 0	58 14 0	520 4 0
Wun	30	35	24	208	5	6	10	21	41	27	10	10		88	135 3 0	52 0 0	18 10 0	205 13 0
Ellichpur	59	39	46	358	14	16	11	41	67	81	42	8	..	218	352 12 0	150 0 0	54 8 3	557 4 3
Total	407	275	270	2,197	80	88	58	226	683	489	252	44		1,468	2,258 7 0	840 0 0	307 13 9	3,406 4 9
Total for 1882-83			310	2,270	103	68	83	254	811	495	196	40	5	1,547	2,218 12 0	974 8 0	333 12 0	3,527 0 9

As might be expected, almost every column shows a decrease compared with the figures for the previous year, but the satisfactory feature of the table is that in the higher standards the number of successful pupils has increased. As has been already stated the amount of the *proficiency grant* is larger this year. Most of the Deputy Educational Inspectors state that these schools, far inferior to Government schools as they are, have been on the whole improving in efficiency. But the improvement is very slow, and something must be done to accelerate it. It seems to me that two things are wanting, *viz.*, sufficient inspection and liberal rules for grants-in-aid. Colonel Fitzgerald remarks that the Deputy Educational Inspector of Akola was not, through heavy work, able to visit 56 of the indigenous schools in the district The Amraoti Deputy Inspector says that the aided institutions in his district are apparently in need of more frequent inspections on the part of Government officers, as "one visit a year is not much felt." The Education Commission also observe (*vide* page 113 of their report) "if indigenous schools are to be improved, it is necessary that the inspecting staff should be strong." An additional inspecting officer whose duty should be to assist the Deputy Educational Inspectors of Akola and Amraoti should be appointed for the present, and I have submitted a recommendation to this effect. As for the other want, proposals have, as stated before, been submitted. The Deputy Inspectors report that the little improvement that has taken place in the indigenous schools is owing to the fact that some of the ex-students of our schools have taken to the calling of private school masters and that the old race of *Pantojees* (indigenous masters) from whom no improvement could ever be expected is dying out. This is, I think, the time when the rules should be made more liberal so as to attract better men to undertake the work." "The salary grant system," by which Government contributed half the pay of the master, may be said to have failed in Berar, and, in the present state of the province, the people generally can hardly be trusted to pay their share of the salary regularly, if-at all. Many of the schools started in the Akola District on this system have been closed, and now only two remain. The system of payment by results, though theoretically the best, especially for elementary schools, has many disadvantages as pointed out by the Education Commission (*vide* para. 463 of their Report.) In Berar particularly the master does not realize his fees regularly, and he must depend on the results of the annual examination of which the uncertainty is "almost proverbial." Under these circumstances really competent men will hardly undertake the work of private school masters. I have, therefore, proposed the adoption of something like "the combined system" described in para. 466 of the Education Commission's Report. I have recommended that the capitation grant on the average daily attendance now made annually be substituted by a small salary grant which should be paid every three months. Proficiency grant will also be added every year according to the results of the examination. It is hoped that this change will give some permanency to the institutions which are at present "ephemeral" as well as "inefficient."

The Deputy Commissioner of Akola remarks that the Government "branch schools are too often opened at the expense of an indigenous school, which the villagers cause to be closed as soon as they know that they have a chance to get a Government school, which not only teaches better but is cheaper." It is of course natural for villagers who pay the educational cess equally with the more favoured inhabitants of the villages which have Government schools to wish for a cheaper and more efficient Government institution, and it is always hard to refuse such an application; but if the new rules, when sanctioned, induce a better class of men to become private school masters, the villagers are less likely to deprive themselves of their services merely for the chance of getting a Government school.

Physical education.

59. The importance of physical education is now recognized everywhere, and the boys in our schools take to it cheerfully. At the end of the year there were 160 gymnasia, against 144 in March 1883. The district teachers have been the means of creating taste for physical exercises, and now almost every head master of an important

school asks either for a separate gymnastic teacher or an assistant trained in the Normal school, where this subject is taught to all. A teacher for each of the districts was appointed at a time when there were only a few gymnasia, at each of which he used to spend considerable time and teach the boys some feats which they revised during the rest of the year. With the increasing number of playgrounds he has become more like an inspector than a teacher, and in his case the quantity of useful work performed in each school is in inverse ratio to the number of miles travelled by him. We are not at present in a position to supply a trained teacher to every school; but it seems desirable, as the Deputy Commissioner of Ellichpur suggests, that four teachers at least be appointed for each district.

Indirect aids to education.

60. I have already referred to the opinion of the Education Commission that "one considerable element in the value of a post (in the Educational Department) consists in the prospect * * of a better-paid service which it holds out." There is no doubt that the department will be able to secure more competent men when it is known that meritorious services in it will be rewarded by admission into the much-coveted executive service. In connection with this it is my pleasing duty to state that the appointment of Mr. Hari Ramchandra Rohankedkar, B. A., second assistant master in the Akola high school, to act as Tahsildar several times during the year has afforded great encouragement to education and done valuable service to the department. Another Berari graduate (a Deshpandia) has been appointed Deputy Clerk of Court by Colonel Fitzgerald, who has also nominated a matriculated young Berari, serving in the Amraoti high school, to an important post in his office. Three other matriculated men employed in the department were transferred to be Naib Tahsildars in the Wun and Akola Districts, and an intelligent young man trained in one of the high schools, who had served satisfactorily in the Educational Department for ten years, was lately made by Dr. Little a District Superintendent of vaccination. In addition to this, several educational employés were transferred to the English and Marathi offices of the Deputy Commissioners and others.

Entrance into public service.

61. During the year under report only one person was examined and obtained a certificate under the Resident's Book Circular No IX. of 1882. Mr. Lee Warner says, in his Report to the Education Commission :—"Book Circular No. IX. of 6th February 1882 has made a great advance * *, but it is difficult to understand why persons wishing to appear at the examination should first be required to obtain a certificate stating that certain officers desire to employ them. It seems also to me fatal to the full advantage which the rules might secure, that the heads of all departments should be empowered to authorize relaxations of them at their discretion. Education is dignified by being made a door to the public service, and it seems to me that the more that press in at that door, the better for the schools, the better for the State, and the better for all other employers of labour." The remarks made by the Education Commission in para. 197 of their report are in the same strain. On this subject as well as on some others the information possessed by Mr. Lee Warner and the Education Commission regarding this province seems to be somewhat imperfect. Rules I. and II. of the Book Circular above cited provide for the appointment to the service of Government of persons who have passed examinations in standards VI. and IX. in Government schools or in private or aided schools subject to inspection by Government officers. On the strength of these rules many persons, who have passed the prescribed standards in our schools, obtain employments, and the Director of Public Instruction and the head masters of high schools are frequently asked by ex-students to furnish extracts from the lists of the results of examinations held in former years. The Head Master of the Amraoti high school alone gave 26 extracts during the year. Men who are fit to pass the standards now have generally passed them before leaving their schools, and hardly any Berari candidate appears for the special examination prescribed in Rule III. The issue of the Circular has done incalculable good to education, and some of the dispensers of public patronage do not allow any relaxation of the rules at all. Colonel Menzies writes : "I have been very strict indeed in denying appointments to those who have not

qualified by passing the 6th standard, and of course meet with a good deal of tacit opposition in thus carrying out orders. Officers tell me that they cannot find passed candidates, but when they see the vacancy kept open they generally manage to find a passed man." Colonel Laughton also remarks that "the result of Government having made entrance into its service dependent upon passing the 6th standard has commenced to be felt."

Students employed in different departments.

62. Seventy-one students of our schools were employed in different Government departments during the year, the Educational Department having taken 51, the Revenue Department 12, the Police Department 6, and the Forest and Postal Departments 1 each. Besides these three have accepted private service. The pay of these men varies from Rs. 6 to Rs. 25 per mensem.

Educational test for village officers, &c.

63. The importance of making some educational test necessary for entrance into every kind of Government service is too great to stand in need of any arguments. When the people are apathetic as regards education, the promulgation and strict carrying out of a few rules on the subject would do more than any other measure to rouse them into activity. I give below two recommendations of the Education Commission which are worthy of adoption in this province:—(1.) "That the principle laid down in Lord Hardinge's resolution, dated 11th October 1844, be re-affirmed, *i. e.*, that in selecting persons to fill the lowest offices under Government, preference be always given to candidates who can read and write." (2.) "That the Local Governments * * be invited to consider the advisability of carrying out the suggestion contained in paragraph 96 of the despatch of 1854, namely, of keeping some educational qualification necessary to the confirmation of hereditary village officers, such as patels and lambardars." How the making of some educational qualification necessary to the confirmation of patels will be welcomed by the district officers of Berar will be seen from the following extract from the report of the Deputy Commissioner of Buldana:—"As I said, I think, last year, if we only made a knowledge of the three R's a necessary qualification for office as patel, we should not only much further the education of the masses, but obtain a far more useful body of village officers. * * * The effect of passing over a wholly ignorant watandar in favour of an educated one would be magical. Patel's sons would insist on qualifying so as to succeed their fathers, rather than lose the office on which so much value is placed. Let the patel set the example by educating his sons and villagers would all follow it."

Classification of pupils by race or creed.

64. The classification of pupils in the public and private institutions according to race or creed is given in the prescribed form (General Table III.) at the end of the Report; but the following table gives more detailed information on the subject regarding Government schools:—

Schools.	Christians.		Hindus.										Mussulmans		Parsees		Others.		Total.
			Brahmins.		Kunbis.		Low castes		Other Hindus.		Total.								
	Pupils.	Percentage.	Pupils.	Percentage	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage	Pupils.	Percentage.	Pupils.	Percentage.	Pupils	Percentage.	Pupils.	Percentage.	
High Schools—Boys.			218	64·5	20	5 9	3	·9	59	17·5	300	88 8	38	11·2					338
Middle Schools, Boys	8	·2	1,650	37·9	470	10·8	91	·2	1,894	43·5	4,105	94 3	231	5·3	11	·2			4,355
Primary.. Boys	2	·008	2,449	10 2	6,967	29 2	583	2·4	9,858	41 3	19,857	83·1	4,002	16·8	4	·02			23,872
Primary.. Girls	1	·3	81	26·1	12	3 9			154	49 7	247	79 7	62	20					310
Total for 1883-84	11	·03	4,398	15·2	7,469	25 9	677	2·3	11,965	41·4	24,509	84·9	4,340	15·03	15	·04			28,875
Total for 1882-83	24	08	4,361	14 8	7,707	26 8	646	2 2	11,977	41·7	24,591	85·6	4,099	14·3	20	·08			28,734
Total for 1881-82	32	·1	4,159	14 4	8,106	28 06	556	1·9	11,997	41·5	24,818	85·9	4,007	13·8	20	·07	...		28,877
Total for 1880-81	28	·1	3,969	15 1	7,309	27 8	448	1·7	10,900	41 5	22,626	86·2	3,570	13·6	11	·04	21	·08	26,256
Total for 1879-80 ..	19	·07	3,767	15·45	6,915	28 37	415	1·7	10,024	41·12	21,121	86 64	3,226	13·23	14	·06			24,380

The number of Brahmins, Mahomedans, and low castes has increased by 3·2, 5·9, and 4·8 per cent. respectively; but there is a decrease in every other

column. It is not a matter for wonder that in such a year as the one under report the number of Kunbis an agricultural caste—should have fallen off.

Income of the parents or guardians of pupils.

65. I give below a table showing the income of the parents or guardians of pupils in Government schools. Complete information regarding occupations has not been received from all the districts even with respect to departmental institutions. Any idea of obtaining such information about indigenous schools, of which even the attendance returns received once a year are not quite trustworthy, is of course out of the question :—

Class of school.	Richer classes (with an income of Rs. 5,000 a year and upwards.)	Percentage	Middle classes	Percentage	Poorer classes (income of Rs. 200 a year and under)	Percentage	Total.
High schools ...	18	5·3	201	59·5	119	35·2	338
Middle schools ...	168	3·9	1,171	26·9	3,016	69·2	4,355
Primary schools. Boys...	595	2·5	6,118	25 6	17,159	71·9	23,872
Primary schools. Girls ..	16	5·2	109	35·2	185	59·6	310
Total ...	797	2·8	7,599	26·3	20,479	70·9	28,875

The information contained in the table is only approximately correct. It appears that except in the high schools, in which the middle classes predominate, about 70 per cent. of the pupils in our boys' schools belong to poorer classes. The schools for girls are too few to justify any generalization, but it will be seen that the percentage of the poorer classes in them is higher than in the high schools and smaller than in the other schools for boys.

School-houses.

66. Revised standard plans for school-houses for 40, 55, 75, 100 and 125 boys have lately been sanctioned by the Resident, and the buildings which were commenced during the year under report were constructed on these plans. According to the estimates framed in the office of the Superintending Engineer, Hyderabad Public Works Department, the probable cost of building school-houses on these plans is as follows :—

Number of boys to be accommodated.	125	100	75	55	40
	Rs.	Rs.	Rs.	Rs.	Rs.
Probable cost	2,370	2,005	1,479	1,171	987

As the depth of foundation and the rates, &c., must naturally vary with the locality, and as Engineers on the spot are allowed the option of adopting timber posts in lieu of masonry pillars to support the beams, the cost of a building is not the same everywhere. Accordingly, the estimated expenditure for school-houses for 40 boys proposed during the year has varied from Rs. 885 to Rs. 1,264, and an estimate for a building for 125 boys has gone as high as Rs. 3,592. I here beg leave to refer to a recommendation of the Education Commission made in the chapter on primary education that "school-houses and furniture be of the simplest and most economical kind." As regards Government school-buildings in the neighbouring provinces the Commission remark (*vide* para. 168 of their report) :—" In the Central Provinces the Government school-houses are built on a standard plan. They are said to be durable and cheap. A school-house for 60

pupils costs Rs. 600. It is a tiled building built of brick and lime. If the village or town committee wish for a more imposing structure, they must obtain subscriptions to its cost." At present the smallest school-house constructed according to a standard plan costs in Berar Rs. 1,000 on an average, and it seems necessary to have a cheaper plan for such schools.

The following table shows the number of school-houses completed and under construction during the year and the total expenditure incurred:—

District.	Number of schools.		Cost (including additions and alterations to existing buildings.)		
	Completed.	Under construction.	Rs.	a.	p.
Akola	2	1	10,818	5	5
Buldana	...	...	390	0	4
Basim	1	...	4,396	7	8
Amraoti	4	11	8,365	13	6
Wun	4	4	10,892	0	5
Ellichpur	2	4	5,499	1	3
Total ...	13	20	40,361	12	7
Total for 1882-83 . .	21	22	31,537	10	4

It appears from the reports of the Deputy Inspectors that about 80 more buildings are required for the existing schools. The excessive rain-fall and the consequent over-flowing of the rivers in the last rainy season washed away some of our large school-houses which had been recently built, and new buildings had to be constructed in the villages. At Sonalla, Telhara and Paturda in the Akola District school-houses were formerly constructed at a cost of Rs. 1,948, 1,948 and 1,420 respectively, which amounts contained large contributions from the people; but when the buildings were destroyed the Deputy Commissioner recommended that the educational cess should bear the whole cost of the new school-houses, which was estimated at Rs. 3,592 for Sonalla, Rs. 3,053 for Telhara, and Rs. 2,576 for Paturda. The alterations and additions to the Akola high school and the training college which were proposed two years ago have been carried out, and the construction of a new school-house at Wun has commenced. The town of Amraoti badly wants a school-house, and a proposal to purchase the large rented building, which accommodates the Anglo-vernacular school at present, and to improve it by additions and alterations, is under consideration. Accommodation in the Basim Anglo-vernacular school-house has been increased by utilizing the verandahs, and a plan and estimate for increasing the accommodation of the Amraoti high school is being prepared in the office of the Executive Engineer, East Berar. At Yeotmal also increased accommodation is very urgently required for the Anglo-vernacular school.

Repairs.

67. School-houses in Berar were repaired during the year at a cost of Rs. 11,566-4-9, against Rs. 9,851-13-11 in 1882-83, Rs. 2,309-15-9 being spent from general revenues and Rs. 9,256-5-0 from the educational cess. Damage caused to the buildings in the last rains was great, and hence the increase. The repairs were executed by school masters, committees, or both conjointly. In some districts the Local Funds Department seems to have assisted in the work of repairing Anglo-vernacular schools.

School libraries and apparatus.

68. The high schools in Berar are well furnished with books, and every year some useful works are purchased from the fees of the institutions. Both English and vernacular books are supplied to the middle schools and the latter to the primary schools from the same source, and now most of the institutions possess some books of reference and works on useful subjects. The

books supplied to the libraries of all the classes of Government schools during the year under report were as follows :—

Schools.	No. of volumes.	Price.			Remarks.
		Rs.	a.	p.	
High schools	40	138	8	0	Middle class schools had not been furnished with library books for many years.
Middle schools	817	1,152	3	9	
Primary schools	1,788	1,071	3	0	
Total ...	2,645	2,361	14	9	

Besides the above, *Shetkari*, a Marathi agricultural magazine, published at Amraoti every month, is supplied to all the Anglo-vernacular and most of the important vernacular schools in the province. A monthly Marathi school paper, published by the department, is supplied to all the Government schools; and twelve of the Hindustani schools are furnished with a fortnightly Urdu journal entitled "Guardian of Health." Most of the Government schools are well provided with necessary furniture and maps. During the year under report maps worth Rs. 583-4-0 were purchased for all the classes of schools, and Rs. 7,218 were spent in supplying furniture including matting. Amounts from fees, supplemented by popular contributions, are also spent in laying out gardens in the schools and digging wells. In the Akola District there were, in March last, 44 school gardens, of which 36 had wells of their own.

V.—School Education, Special.

Training college.

69. The Government college at Akola for training school masters is the only institution for special education in the province. Its statistics for the last five years are given below:—

Years.	No. of students at the end of the year.					Average No. of students on roll during the year.		No. of students examined and passed in the 1st year's and certificate examinations.								No. of students who obtained employment.	
	Marathi side.		Hindustani side.					Marathi side.				Hindustani side.					
								Examined.		Passed.		Examined.		Passed.			
	Stipendiary.	Free.	Stipendiary.	Free.	Total.	Marathi side.	Hindustani side.	First year's course.	Second year's course.	First year's course.	Second year's course.	First year's course.	Second year's course.	First year's course.	Second year's course.	Marathi side.	Hindustani side.
1879-80 ...	43	1	9	...	53	29	11	13	11	10	9	7	4	...	2	12	...
1880-81 ...	59	1	10	1	71	49	10	29	11	13	6	6	3	4	2	11	2
1881-82 ...	60	6	13	...	79	61	11	35	25	24	16	6	3	5	3	25	3
1882-83 ...	56	1	15	1	73	59	14	33	27	28	5	8	5	7	3	19	5
1883-84 ...	44	3	15	..	62	51	15	28	20	24	10	9	6	5	4	14	5

The attendance and the number of students who obtained employment show a falling off compared with the figures for the preceding year; but the number of those who passed the final or certificate examination is larger than in 1882-83. Thus the smaller number of men sent out this year contained more certificated men than the larger number of the year before. It will be observed that the decrease in the number on roll and the number of pupils sent out as school masters is in the Marathi branch alone, there being on the Hindustani side only a very slight decrease in attendance. All the ten men, who passed the second year's course and obtained certificates on the Marathi side, became school masters: eight were appointed masters in independent charge of schools on Rs. 12, and two were posted as assistants on Rs. 10 per mensem. On the Hindustani side three of the certificated men were appointed to masterships on Rs. 12,

and one became an assistant on Rs. 10. A few men who had passed the first year's course were appointed assistants on Rs. 8.

No. of new appointments in primary schools.

70. It will be gathered from what has been said above, as well as from the last columns of the table given in the preceding para; that during the past year 19 men were employed as masters, against 24 in the previous year. This outturn cannot be deemed adequate to the wants of the province. The number of new masters employed in the year in the primary schools and the vernacular branches of the Anglo-vernacular schools on places of Rs. 15 and less was as follows :—

District.	No. of new masters employed on					
	Rs. 15.	Rs. 12.	Rs. 10.	Rs. 8.	Rs. 6.	Total.
Akola	...	5	1	15	28	49
Buldana..	...	...	1	12	10	23
Basim	...	...	...	3	11	14
Amraoti..	...	4	2	12	18	36
Wun	...	7	...	3	8	18
Ellichpur.	...	4	1	...	10	15
Total ...	...	20	5	45	85	155

It is not intended that teachers on less than ten rupees should be taken from the training college, though men who have failed in the certificate examination or passed only in the first year's course are sometimes appointed assistants on eight rupees a month. It will be observed that 25 appointments of new men were made during the year to places (of the value of Rs. 10 to 15) to which certificated men from the training college were eligible. In addition to these, 16 men were promoted to such posts from places of less than ten rupees, so that if a sufficient number of trained men had been available, 41 of them would have been appointed school masters on ten rupees and more during the year, whereas only 14 students from the College were fit to be appointed to such places. It is observed that all the passed men are employed within about two months after the results of their examinations are declared, and during the rest of the year the vacancies are filled up either by the appointment of outsiders or the promotion of men on salaries of less than ten rupees.

Want of candidates for entrance.

71. The obvious remedy for this state of things would seem to be an increase in the number of scholarships; and if this could be done, the inconvenience would be certainly removed. But it is notorious that even the present scholarships are not all taken up. The steady falling-off in the number on the rolls of the college during the last two years is solely due to this fact. The Principal says :—" During the year under report as many as 16 exhibitioners' places, out of 75 sanctioned for the two sides of the college, remained vacant on the 31st of March last for want of students to hold them * * *. But Berari students are, as a rule, very apathetic, and they never like to leave their houses, and go to any distance to learn. Hence very few from them, although very poor, think of profiting themselves by attending this institution, the consequence of which is that we never succeed * * in getting easily a sufficient number of Hindu and Mahomedan pupils, so as to utilize all the 75 scholarships."

Berari and non-Berari pupils.

72. Beraris are emphatically a conservative people, and service in the Education Department does not seem to be very attractive to them. Every endeavour is, however, made to attract *bona fide* Beraris to the training college. The Principal remarks, " the non-Berari element in the college is fast disappearing, and does not form

even a fourth of the whole, there being fourteen non-Beraris only in a total of 62 students." It must be explained here that according to the training college code "candidates for the entrance examination must be *bona fide* natives of Berar, or must have resided in Berar for three consecutive years before the date of the examination." The 14 non-Beraris mentioned by the Principal must have therefore resided in the province for at least three consecutive years before their admission into the college. The numbers of *bona fide* Beraris and temporary residents of the province admitted during the last three years were as follows:—

	Number of Beraris.	Number of non-Beraris.	Total number admitted.
1881-82	35 ...	10 ...	45
1882-83	30 ...	10 ...	40
1883-84	26 ...	6 ...	32

The percentage of non-Beraris was small in the past year; but it is a matter for regret that the number of admissions is diminishing year by year.

The number of candidates from each district.

73. The number of candidates at the last entrance examination of the college and that of passes and admissions from all the districts are shown below:—

District.	Number examined.	Number allowed to to join.	Number that did join.
Akola	38 ...	13 ...	11
Buldana	15 ...	7 ...	7
Basim	2 ...	1 ...	1
Amraoti	12 ...	3 ...	...
Wun	11 ...	5 ...	4
Ellichpur	15 ...	5 ...	3
Total...	93 ...	34 ...	26

A little more than one-third the number of candidates satisfied the examiners, and of the successful candidates about three-fourths joined the institution. Akola always sends a larger number of candidates than any other district, which is due partly to its proximity to the training college, and partly to the number of schools teaching the 5th standard in that district being the largest in the province.

The lowering of the admission standard.

74. If the admission standard be a little lowered, the number of candidates from all the parts of the Hyderabad Assigned Districts is likely to increase. Letter No. 3095 of 1883 from the Secretary for Berar to the Resident (forwarded with your No. 6325, dated the 17th December last), which was received after the last admission examination was held, suggests that the entrance examination of the Marathi candidates might be held in the 4th standard instead of in the 5th as at present. As the revision of the present entrance standard nearly forms the whole of the first year's course, the measure proposed is not calculated to lower the status of the college, nor will it be necessary to increase the duration of the whole course.

Increase of scholarships and greater facilities for training teachers.

75. When the standard is lowered the number of scholarships will have to be increased. After the receipt of final orders regarding the scheme for the extension of primary education, it will also be necessary to attach a Normal class to some Anglo-vernacular or primary schools in all the districts with a view to training men for teacherships on lower salaries. A large number of masters on Rs. 8 is now employed every year, and some of them are put in independent charge of "branch" schools. When more schools are started in the province, the number of such appointments will largely increase, and it will be desirable to give the candidates some special instruction in the art of teaching. A detailed scheme will be submitted for sanction as soon as orders are received on some financial proposals which have been recently made.

76. Before concluding this section, it is but just to state that Mr Nilkant Narayan Bhat, Principal of the College, continues to take lively interest in the success of the institution. In addition to his own duties he was employed during the year in examining candidates for public service and assisting in the conduct of the vernacular scholarship examination. He has also been editing the school paper during the last five years. His appointment as officiating Deputy Educational Inspector of the Akola District, having been made in April 1884, should not properly be noticed in this report; but I must say that he has taken considerable pains in drawing up the annual report on education in the district which is, in an educational point of view, the most important in the province.

Services of the Principal.

VI.—Female Education.

Government schools for girls.

77. The following statement gives all the necessary information regarding the Government schools for girls in the province:—

District.	No. of schools on 31st March		No of scholars on 31st March		Average No on roll during		Average daily attendance.		Fees collected during		Expenditure	No passed in standard					Annual cost of educating each pupil.
	1883.	1884.	1883.	1884	1883-83.	1883-84.	1883 83.	1883 84.	1883-83.	1883-84		I.	II.	III.	IV.	Total	
									Rs. a. p.	Rs. a. p	Rs. a. p.						Rs a p.
Akola ...	1	1	26	25	21	25	12	12	1 15 3	4 6 9	249 8 1	1	1	1	2	5	9 15 8
Buldana	3	3	113	117	120	113	71	68	9 5 6	18 0 3	1,081 2 0	10	8	7	3	28	9 9 1
Basim	1	1	25	23	16	24	8	11	1 10 0	4 4 3	233 8 6	2	2			4	9 11 8
Amraoti	1	2	36	63	37	53	22	33	3 12 0	8 14 6	496 12 3	13	3	3	1	20	9 6 0
Wun		1		36	.	32		22		2 4 3	26 13 4	5				5	0 13 5
Ellichpur	2	2	56	46	44	54	28	35	3 9 3	7 12 9	715 15 6	11	2	1	2	16	13 4 2
Total	8	10	256	310	238	301	141	181	20 4 0	45 10 9	2,803 11 8	42	16	12	8	78	9 5 0
										Total for 1882 83	2,778 0 2	40	19	10	3	72	11 10 9

It will be observed that there is improvement in every respect. While the number of schools and pupils as well as fee-receipts have increased, the cost of educating each pupil has decreased. This, however, does not represent the whole advance that has taken place in female education in the schools managed by the department. There are five girls' classes attached to boys' schools in the Akola District which are not shown as separate institutions; but they contained 118 girls on the 31st March last, and there were, besides, 140 girls attending other schools for boys in the province, so that the total number of girls attending departmental institutions at the close of the year under report was 568, against 335 in 1882-83. It may be mentioned that these classes, like other "branch schools," are in reality separate schools located in buildings different from those of the main schools; but as they teach only up to the second standard, and their masters on eight rupees are designated as assistants (*vide* para. 42 of the last year's report), they are supposed to form parts of the institutions for boys in the same villages. It is remarkable that one of these "assistants" is a female educated up to the 4th standard in a Government school which formerly existed in a neighbouring town. She is *shimpi* (tailor) by caste, and her husband is employed in the same village. It will have been observed that all the Government institutions for girls are primary schools educating up to the 4th standard. The number of passes in all the standards is 86, against 75 in the preceding year.

78. Out of the four aided schools, one is an institution for the children of Europeans and Eurasians established at Akola and is really a mixed school, having eight girls and seven boys. There is a mission school at Basim attended by native Christians and conducted by a European lady. It was aided by a result grant of Rs. 59-12-0 during the year, and is reported to be making a satisfactory progress. There are now 30 girls on roll and a class under the 5th standard. The institution passed three girls under the 4th, and two under the 2nd standard. All the other schools are aided by a fixed monthly grant, and the necessary information regarding them has been given above (*vide* para. 57).

Aided and "private" female schools.

In addition to these, there is a "private" school at Risod in the Basim District taught by a Mahomedan lady. As it is not open to inspection, nothing is known about it except that it contains five girls.

The present state of female education.

79. The existing state of female education in the province is shown in the following table:—

Institutions.	No. of institutions.	No. of pupils attending			No. of passes in standards					
		Female schools or classes.	Boys' schools.	Total No. of pupils.	I.	II.	III.	IV.	V.	Total.
Government schools and classes	15	428	140	568	50	16	12	8	...	86
Aided schools	4	92	15	107	11	5	3	4	...	23
Private schools	1	5	6	11	...	...	...	...	...	...
Total ...	20	525	161	686	61	21	15	12	...	109
Total for 1882-83 ...	12	392	102	494	54	32	16	3	1	106

The Education Commission on female education in Berar.

80. It may not, perhaps, be considered out of place if I notice here a few remarks of the Education Commission on female education in the province, which seem to cast an unmerited slur on the Berar Educational Department I have previously made you acquainted with what I have to say on the subject; but the report of the Commission having been published to the world, I beg leave, in justice to the department, to refer again to the subject here. The report says (para. 605):—"Girls' schools were first established in 1867, and numbered 27 in 1870-71, with 671 pupils, * * * and in 1881-82, only 12 schools were returned with 368 pupils * * . The decline is attributed in the Provincial Report to the want of active interest in the matter by the local Education Department, which has adopted the principle that Government must follow the lead of native effort in regard to female education." Again in para. 103 the Commission remark:—"When the state of female education in the adjoining division of the Bombay Presidency is considered, its failure here seems to be due to indifference to the subject." With reference to this it may be remarked that before successful attempts are made to impart instruction to females in a province, the male inhabitants of it must be well educated. The Department of Public Instruction was orgainzed, and the education of boys was seriously commenced in Berar only in 1866, and the province is in this respect far behind the adjoining division of the Bombay Presidency, which has been under the British administration for the last 66 years, and in which Government schools for boys were established as early as 1826. Berar is not yet in a position to stand comparison, as regards enlightenment, with the districts of which the chief towns are Nasik, Ahmednagar, and Dhulia, and in which the English Government and missionary bodies have been endeavouring to diffuse primary and higher education for more than half a century. I have endeavoured to show in previous paragraphs that the majority of the population of the province do not yet consider the education of boys necessary, and I fear the time is far distant when female education will be fully appreciated by the inhabitants of Berar, of which agriculturists form 68 per cent. It is true that the department adopted the principle that "Government must follow the lead of native effort" in this matter; but it did so under the orders of Government as will be shown presently. And even if it had not done so, the progress would not have been very great. I here beg to refer to the extracts from the reports of the Deputy Commissioners quoted in the Appendix, which contain their views as to how far the province is ripe for the extension of female education. As to the "want of active interest" to which the failure is attributed, I would reply in the words of the Commission themselves. In para. 594 of the Report the following words occur:—"But in entering on the subject of girls'

The backward state of the province.

education, we desire it to be understood that practical difficulties exist which cannot be solved by any recommendations of a Commission, or even by the zealous action of Government, but only by the growth of public opinion among the natives themselves." Now it will be said "Why should the number of girls at school decline from 671 in 1871 to 368 in 1882? The state of the province could not be more backward in 1882 than in 1871." The reason may be discovered in the following extract from the Report on Public Instruction in Berar for 1871-72, drawn up by Mr. W. Lee Warner, who then officiated as Director of Public Instruction in this province:—"I am somewhat afraid that female education has not taken real root in Berar, and the majority of these schools are, I fear, fictitious institutions maintained by the influence of the master who wishes to draw his salary and supported by inaccurate returns of attendance. As no fees are paid for female education, the master has no check imposed upon him of rendering true accounts respecting the numbers of his pupils; and I have never found present at my inspection in any school more than 50 per cent. of the reported average daily attendance. The girls, especially the Hindu girls, leave school before their education can do them the slightest good, and it is not often that even the best girls in a school are able to read and write. The orders of the Government of India upon the necessity of not forcing female education are very clear and decided, and as an earnest of the people's wish to obtain schools for their daughters, Government require half the salary of the master to be paid by the contributions of the people, or by a grant from town fund." It will thus be seen that the attendance of 671 shown in the returns for 1871-72 was "fictitious," and as Mr. Lee Warner never found present more than 50 per cent. of the reported average daily attendance, the *real* number on roll, which always bears a fixed proportion to the average attendance in the same class of schools, similarly situated, could not be more than 336 in 1871. Therefore it would seem that there was no real decline.

81. After Mr. Lee Warner's Report was written in 1872, it was generally thought that the introduction of female education into Berar was too premature. The natural consequence was a re-action which was very difficult to check afterwards. All the successors of Mr. Lee Warner, European and native, seemed to concur in his opinion, and almost every annual report issued subsequently announced the abolition of a few schools for girls. But the most effective check to the spread of female education consisted in the orders of the Government of India referred to in the last sentence of the extract above quoted and cited prominently in the other portions of Mr. Lee Warner's Report. Their resolution No. 259, dated 30th April 1868, was received at the time of Dr. Sinclair; but his interpretation seemed to be different from that of Mr. Lee Warner, and he established girls' schools, just like boys' schools, wherever he thought they would succeed. The only difference was that in the case of female schools he asked the Deputy Commissioners to make provision for a moiety of the cost from town or municipal funds, which they generally were able to do without much difficulty. Dr. Sinclair's opinion was that we could never hope to see good schools, unless we commenced with bad ones, and put up with them for some time. After Mr. Lee Warner's Report was published, however, it was thought improper for Government officers to do any thing towards starting female schools, "unless the initiative in every case be taken *bona-fide* by the native community itself;" and as the bulk of the community was ignorant, it could not be expected to take the initiative. These instructions remained in force for ten years, during which almost nothing was done to spread female education. In April 1882 instructions were issued by the Resident to the effect that Government female schools should be treated exactly like boys' schools, which are supported from the cess fund supplemented by a grant from provincial revenues. Since then the number of schools and classes for girls has been slowly rising.

82. The department was surprised to find itself censured by the Education Commission for obeying faithfully the instructions contained in a resolution of the Government of India which (as far as it was aware) had neither been cancelled nor modified; but it was more than surprised when it discovered that the censure had originally proceeded from Mr. Lee Warner himself. The portion of the "Provincial Report," in which the decline in female education was attributed to the want of

active interest in the matter by the department, was drawn up by Mr. Lee Warner as member of the Education Commission The following is an extract from his remarks on female education in that report:—

"It is, perhaps, a matter for regret that the 'Manual of the Education Department' in Berar should give such prominence to the chilling resolution of the Government of India, No. 259, dated April 30th, 1868, written nearly 15 years ago. Much progress has been made since that resolution was penned, and many subsequent declarations of the policy of Government have given a fresh direction to the cause of female education. It is a matter of special solicitude to the present Government of India, and it is certain that more progress would be obtained by dwelling on the advantages of female education, which are now generally admitted by native society, than insisting on the earnest and genuine initiative being taken by native gentlemen before Government will consent to pioneer the cause."

After what has been said above I need not observe that Mr. Lee Warner was the first to give prominence to the "chilling" resolution and to interpret too literally the orders contained therein. As for "the many subsequent declarations of the policy of Government," I would only say that if there are any resolutions of the Government of India rescinding the one above quoted, we have not been favoured with copies of them. On the contrary, the policy of the resolution of December 1868 was re-affirmed by Sir Steuart Bayley, as late as December 1881, in the Secretary for Berar's letter to the Commissioner, No. 2762, dated 21st December 1881.

VII.—Education of Special Classes.

(a) Europeans and Eurasians.

83. The Eurasian community of Berar is small and scattered in different places, and I regret that I have no satisfactory account to give of any actual educational progress of their children during the year. There were only two schools for Europeans and Eurasians in April 1883, with 39 pupils, and one of them (that at Yeotmal) was in March last closed for want of teachers, though it was aided by a grant of Rs. 65 per mensem. The school at Akola, which is now the only European institution in the province, had, on 31st March 1884, 15 children on roll, and was doing as well as could be expected. The removal of the offices of the Judicial and Sanitary Commissioners to Amraoti during the year has deprived Akola of a number of Eurasian inhabitants, and the institution is not likely to be better attended than it is now. Under the peculiar circumstances of the province, the provisions of "the draft code of regulations for European schools as finally accepted by the Government of India" cannot be strictly applied to Berar, and it is desirable that section 31, which provides for a special grant, be liberally interpreted.

84. The European and Eurasian community at Amraoti intend to start a middle school at the station, and their application for a Government grant is under the consideration of the authorities. As the European population of the town is now the largest in the province, the school, when established, is likely to prosper.

(b.) Mahomedans.

85. I have mentioned in a previous report that most of the measures recommended for the encouragement of Mahomedan education by the Education Commission were adopted in the province long ago. There seems, however, some room for reform in two matters: Marathi, "the official vernacular," has not yet been regularly added to the curriculum of primary and middle schools, as recommended by the Commission, and some of the text books prescribed in the Urdu standards, which are not considered suitable by some intelligent Mahomedans, require to be re-placed. Into some of the Mussulman schools, such as those at Amraoti and Malkapur, the study of Marathi has been introduced, and the Resident has lately sanctioned the entertainment of Marathi teachers in the Anglo-Hindustani schools which are about to be started at Amraoti and Akola. As soon as the orders of the Local Government are received regarding a proposal to introduce more Mahomedan members into the Text Book Committee, the revision of the standards will be taken in hand and Marathi will be formally added to the curriculum of all the schools.

86. It will have been observed (*vide* para. 64) that the number of Mahomedans in Government schools has increased during the year from 4,099 to 4,340, or by nearly 6 per cent. Their number in all the classes of schools has risen from 4,746 to 5,098, or by more than 7 per cent. Whatever may be said regarding the apathy of Mahomedans, two things seem certain, *viz.*: (1) that the number of Mussulman pupils at school is increasing year by year; and (2) that the proportion of these pupils to the Mahomedan population of school-going age is larger than that of Hindus. The numbers of Mahomedan and Hindu pupils in all the classes of schools during the last five years were as follows :—

Race.	1879-80.	1880-81.	1881-82.	1882-83.	1883-84.
Mahomedans	3,606	4,043	4,604	4,746	5,098
Hindus	24,726	28,093	31,158	31,409	30,641

It will thus be seen that since March 1880 the number of Mahomedans at school has risen by more than 11 per cent.; while during the same period the Hindu pupils have increased only by 24 per cent. The percentage of pupils to the school-going population of each of these races may be thus compared :—

Race.		Population.	Number of pupils.	Percentage of pupils to school going population.
Mahomedans	Males ...	97,230	5,007	34·33
	Females .	90,325	91	·67
Hindus	Males ...	1,252,541	30,085	16·01
	Females ...	1,173,113	556	·32

These figures speak for themselves. It must, however, be stated that Mahomedan pupils attend mostly primary schools, only 38 being under instruction in the secondary course, inclusive of nine boys under the high school standards.

Teaching in Urdu schools.

87. The number of Mahomedans studying in *Marathi schools* is gradually increasing. Out of 5,098 Mussulman pupils under instruction, 1,665 are attending Hindu schools. In the Basim and Wun Districts there are more Mussulman pupils studying in Marathi than in Hindustani schools. Colonel Szczepanski remarks: "It is satisfactory to find that the Mahomedan boys have now taken to attending Marathi schools—a purely Urdu education was of little use to them in Berar, and the teaching on general subjects in that language was very indifferent." There is no doubt that teaching in the Urdu schools is not so good as in the Marathi ones. Mussulman pupils studying the middle and high school courses are extremely few, some of the special scholarships being always vacant. We could not import from a neighbouring province competent masters for Urdu primary schools as we did for Marathi ones, and they had to be placed at first under comparatively incompetent men. For these reasons the training college could not get good material to work up, and the inevitable result of this was that the schoolmasters turned out by the Mahomedan branch of the college were not so competent as they should be. The fact that a purely Urdu education is of little use in Berar has also a great deal to do with the backward condition of our Mahomedan schools. If the knowledge of that language had been a road to preferment, both the masters and the pupils would have worked more zealously. A correct grammatical knowledge of the language is so little sought after that applicants for appointments of assistants trained in the schools "fail," says the Officiating Hindustani Deputy Educational Inspector, "to write a few correct and easy sentences in Urdu." Mr. Mahomed Husain, who has been educated in the North-Western Provinces, is endeavouring to effect improvement, and I hope that his efforts will be soon crowned with success.

Statistics of Hindustani schools.

88. The following table contains the statistics of the Hindustani Government schools:—

District.	No. of schools on 31st March.						No. of scholars on 31st March.						No. of pupils examined and passed under Standards									
	1883.			1884.			1883.			1884.			I		II.		III.		IV.		Total.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Akola	11		11	11		11	677	...	677	658		658	114	64	85	74	83	48	31	18	313	204
Buldana ...	14	2	16	14	2	16	668	62	730	557	64	621	97	55	92	65	58	27	21	10	268	157
Basim	4		4	4		4	197		197	196		196	31	22	32	17	22	19	15	5	100	63
Amraoti	13		13	13		13	543		543	677		677	99	53	90	42	47	29	17	7	253	131
Wun ...	4	.	4	4		4	163	.	163	162	.	162	22	14	31	23	14	8	4	3	71	48
Ellichpur	8		8	7		7	401		401	481		481	57	25	67	42	32	20	7	6	163	93
Total	54	2	56	53	2	55	2,649	62	2,711	2,731	64	2,795	420	233	397	263	256	151	95	49	1,168	696
										Total 1882-83			507	367	300	210	243	116	101	47	1,151	749

The decrease of one in the number of schools is more apparent than real. Four "branch schools," three of which were started during the year, have not been separately shown, and therefore the number of Urdu schools on the 31st March 1884 was in reality 59, against 57 in the preceding year. Attendance has slightly increased, and, as in other classes of schools, the number of passes in the higher standards shows an improvement. That the Hindustani schools are inferior in efficiency to the Marathi ones may be judged from the fact that while the percentage of passes to the total number on the rolls is 33·2 in the latter, it is 24·9 in the former.

(c.) Aborigines.

89. In para. 509 of their Report the Education Commission say:— "In the adjoining province of the Hyderabad Assigned Districts not even an attempt appears to have been made to attract the hill tribes to school." As the value of all our actions is judged by their results, it is natural that unsuccessful attempts should not be recognized. I have already informed you that schools were several times started in different villages in the Melghat Taluk, which has the largest aboriginal population; but most of them had to be closed for want of pupils. You are also aware that the children of these tribes have been exempted from payment of fees, and that in the hilly taluk the villages are so small that the largest of them contains a resident population of 811 souls, and only six have more than 500 persons. Major Mackenzie, the permanent Deputy Commissioner of the Ellichpur District, who is known to take particular interest in everything that relates to Melghat, once offered to inspect a school in the taluk himself, it being "very much out of the Deputy Educational Inspector's beat." As the region is unhealthy, higher salaries were offered to the masters who consented to serve in it; but I regret to say that all the attempts have failed, and that there is now only one school at Chikalda, with 19 pupils, *all of whom are non-aborigines*. The school at Bibah, which was started on the recommendation of Major Mackenzie, has lately been closed. Mr. Knowlys writes:— "The experiment tried of giving the Korkus schools has, I regret to say, utterly failed. All the schools have withered away and had to be closed, save the one at Chikalda, the boys of which are composed of various castes." The Deputy Educational Inspector says:—"That the soil of Melghat is too rugged and unfruitful for education has been sufficiently proved by repeated experiments tried in different parts at an immense expense to Government. The aborigines are yet in a primitive state, and unless constant intercourse with the outside world transforms their habits, manners, and ways of living into those of the people on the plains, there is no hope of success in this direction." In the Wun District there are 31 Gond boys attending Government schools. I have recommended that special exhibitions for the children of aborigines and low castes should be established and that grants to the masters of indigenous schools in the case of such pupils be doubled.

Low castes.

90. On the 31st March last there were 677 low caste pupils, against 646 in the preceding year. These boys were exempted from the payment of fees for the first three years of their tuition; but the Resident has lately been pleased to extend the boon by

ordering that no fees should henceforth be charged to them in primary schools. All the pupils, with the exception of nine, are now studying the primary course. Two of the Deputy Commissioners seem to think that the unwillingness of low caste people to send their sons to the schools is due to their being treated as outcastes. Colonel Fitzgerald says that they are so treated "more by the people themselves than by the masters." The Education Commission say:—"We are fully alive to the fact that no principle, however sound, can be forced upon an unwilling society in defiance of their social and religious sentiments." Again, "it is not desirable for masters or inspectors to endeavour to force on a social change which, with judicious treatment, will be gradually accepted by society." It may be added that considerable advance has taken place in this direction during the last few years. In the high schools, and some of the Anglo-vernacular schools, low caste boys freely mix with the pupils of higher castes and take their proper places. Time is sure to work out a thorough change in this respect everywhere, but the chief difficulty is their extreme poverty, against which remedial measures (such as the establishment of special exhibitions) should be promptly adopted.

VIII.—Private Schools.

91. In Berar where the privately managed schools are "exclusively for primary instruction, and almost exclusively indigenous in their origin," the distinction between "public institutions under private management" and "private" institutions is not easily comprehended. I have already stated that all the institutions under private management, which have adopted the standards prescribed by Government, and are regularly inspected, are now classed as "public schools under private management," and all others as "private schools." The distinction has not yet been well understood in the province by all the officers concerned, and one of the Deputy Educational Inspectors seems to have included under "private schools" all those institutions which he was not able to inspect during the year. Another inspecting officer seems to have considered "private schools" identical with unaided institutions, and a third has taken no notice of the new distinction at all in the body of his report. It may, however, be deemed certain that a large majority of the schools which are shown as "private institutions" in General Table III. appended to this Report are either Mahomedan schools in which only the *Koran* is taught, or such Marathi or Urdu institutions as, being managed by old men, most of whom are unable to teach according to the standards prescribed by the department, serve no public purpose whatever. The total number of these institutions is 96, of which five are said to be advanced. All these and the school for girls referred to in the concluding portion of para. 78 are for Mahomedans, and are not open to inspection. It is supposed, however, that they merely teach the Koran. Of the rest 79 are Marathi schools and 11 institutions for Mahomedans. The pupils attending these schools are as follows:—

Schools.	No. of schools.			No. of scholars.		
	Advanced.	Elementary.	Total.	Advanced.	Elementary.	Total.
Hindu schools	...	79	79	...	1,079	1,079
Mahomedan schools	5	12	17	126	229	355
Total ..	5	91	96	126	1,308	1.434

IX.—Preparation and Distribution of the Text Books and other Educational Literature.

Text books.

92. Most of the text books used in our schools have been borrowed from other provinces: Marathi and Sanskrit books from Bombay, and Urdu and Persian ones from the North-Western Provinces. Seven books, however, have been specially prepared for this province; five for Marathi and two for Hindustani schools. As stated before, complaints have recently been made that some of the Urdu books introduced into

our schools are not suitable, and I have, therefore, called for copies of those used in some other provinces. I have also recommended that some educated Mahomedan gentlemen not connected with the department be added to the text book committee. When this is sanctioned, I hope to be able to have the books which are considered objectionable replaced by better ones.

Work done by the Text Book Committee.

93. During the year the text book committee revised the Geography of Berar and the Marathi second book, to which a few pages have been added. A book in Urdu on the use of the multiplication tables was prepared by Mr. Mahomed Husen, Officiating Deputy Educational Inspector of the Hindustani schools, but as it was not approved of in its original form, he has been asked to revise it. The changes recommended by the committee in *Vyakarana pathamala*, or elementary Marathi grammar, by Mr. Damodar Krishna Tilak, Head Master of the Anglo-vernacular school at Murtazapur, have been carried out, and the book, as revised, has been favourably reported on. The purchase of the copyright by the department is under consideration. A book on arithmetic was also examined, but it was not considered worthy of being patronized by the department.

Book Depôts.

94. The purchase and distribution of school books is carried on through the Government Central Book Depôt at Akola, which has 24 branches. The text books which have been specially prepared for the province are printed at the expense of the department, and the cost is debited to the budget grant for the "purchase of books." Other Marathi books are chiefly obtained from the Curator of the Bombay Government, Central Book Depôt, and the Hindustani ones from the Proprietor Niwulkishore Press at Lucknow. That we have to depend for the supply of a large number of school books on the Bombay Depôt causes a great deal of inconvenience. During the year under report, particularly, the schools suffered most for want of some necessary books (such as the Marathi sixth book, Laghu Vyakarana, &c.,) because the Bombay Curator had not them in stock. It has been suggested that the department should have all the books of its own, especially those used in primary schools. I, however, think that the present system is the most practicable and economical under the circumstances. The matter, however, will be placed before the text book committee, and, if necessary, proposals will be separately submitted.

Stock account of the Depôt.

95. The stock account of the Depôt during the year was as follows :—

	Volumes.	Amount. Rs.	a.	p.
Receipts.				
Balance on the 31st March 1883	79,323 ...	14,258	3	10
Books and maps printed and purchased during the year...	89,938 ...	14,932	12	3
Total ...	169,261 ...	29,191	0	1
Disbursements.				
Books and maps sold during the year ...	66,123 ...	13,840	6	6
Balance on 31st March 1884	1,03,138 ...	15,350	9	7
Total ...	169,261 ...	29,191	0	1

A detailed statement of the transactions is given below :—

Language.	Balance on 31st March 1883.				Books and Maps purchased and printed during the year.				Total.				Books and Maps sold during the year.				Balance on hand on 31st March 1884.			
	Copies.	Amount. Rs.	a.	p.	Copies.	Amount. Rs.	a.	p.	Copies.	Amount. Rs.	a.	p.	Copies.	Amount. Rs.	a.	p.	Copies.	Amount. Rs.	a.	p.
English	7,118	3,472	10	0	4,216	2,327	3	0	11,334	5,799	13	0	4,634	2,252	9	7	6,700	3,547	3	5
Marathi	62,439	8,401	4	9	80,307	11,143	9	0	142,836	19,544	13	9	56,770	10,658	12	1	86,066	8,886	1	8
Sanskrit	2,884	993	6	6	341	381	1	0	3,225	1,374	7	6	304	323	1	6	2,921	1,051	6	0
Persian	215	57	14	9	102	33	12	3	317	91	11	0	117	17	13	6	200	73	13	6
Urdu	6,667	1,332	15	10	4,882	1,047	3	0	11,549	2,380	2	10	4,298	588	1	10	7,251	1,792	1	0
Total	70,323	14,258	3	10	89,938	14,932	12	3	1,69,261	29,191	0	1	66,123	13,840	6	6	103,138	15,350	9	7

The Depôt always gets discount on books purchased at a percentage varying from 10 to 15. On the other hand, it allows commission at 5 per cent. on books sold through branch depôt keepers. In addition to this, it has also to pay for carriage of books and other contingent charges. The net cost to Government during the year on account of the depôt may be thus calculated :— It will be seen from the statement that books worth Rs. 14,932-12-3 were purchased during the year; but only Rs. 12,237-8-7 were drawn from the treasury and paid for them, the difference (Rs. 2,695-3-8) being the discount allowed to the Depôt. If all the books purchased had been sold during the year, the last mentioned sum would have been credited as gross profits. But the value of books sold amounted only to Rs. 13,840-6-6, and therefore the profit must be proportionally less and would amount to about Rs. 2,498. Now the expenditure on account of the Depôt is as follows :—

	Rs.	a.	p.
Cost of the establishment	1,996	10	8
Contingencies	847	11	0
Commission paid to branch depôt keepers ...	345	6	10
Total ...	3,189	12	6
Deduct profit ..	2,498	0	0
Net cost to Government ...	691	12	6

It will have been observed from para. 19 that the excess of the money drawn from the treasury on account of the Depôt over the receipts paid into it during the year is Rs. 1,570-13-3. On the other hand the balance of stock on the 31st March 1884 was larger by Rs. 1,092-5-9 than in the beginning of the year, and consequently from this point of view the net expenditure to the State would appear to be only Rs. 478-7-6; but as the disposal of the stock would involve an additional expenditure in the shape of commission, carriage, &c., the cost above shown would be more correct.

The cash account of the Depôt is as follows :—

Receipts.

	Rs.	a.	p
Balance on hand on 1st April 1883	1	14	7
Sale proceeds of books during 1883-84.. ...	13,840	6	6
Do. of broken boxes do.	18	10	0
Do. of Berar school papers and Sanitary Primer ..	2	10	3
Do. tattered maps belonging to old stock ..	9	11	6
	13,873	4	10

Disbursements.

Amount paid into Treasury on accoun of sale of books, 1883-84	13,447	1	9
Do. do. of broken boxes	18	10	0
Do. do. of Berar school papers and Sanitary Primer	2	10	3
Do. do. tattered maps belonging to old stock	9	11	6
Commission allowed to Branch Depôt keepers ...	345	6	10
Amount paid into Buldana Treasury last year but accounted for in the Depôt account during the year	39	5	3
Amount less charged for Benfey's Dictionary allowed to be written off	2	0	0
Cash in hand	8	13	3
	13,873	10	10
Deduct amount overcharged for a book ...	0	6	0
	13,873	4	10

96. The monthly issues of an agricultural magazine entitled *Shetkari* were the only books printed and registered in the Hyderabad Assigned Districts during the year. In all nine numbers were published. Of these five were the ordinary monthly issues, and four were reprints of earlier numbers which had been published at Poona. The periodical is printed at the *Pramod Sindhu* Press and published at Amraoti A prize of Rs. 85 was awarded to Mr. Ganesh Anant Vaidya, Officiating Curator of the Central Book Depôt, for a dramatic work entitled *Manibandha Naga*, which had been examined by the committee for encouraging vernacular literature and recommended for patronage. A reward of Rs. 35 was also granted to Mr. Ramchandra Narayan Sadhale, 5th Assistant Master in the Amraoti high school, for a small poetical work intended for the entertainment and instruction of children and called *Balbodha*.

Literature

97. On the 31st March last there were 16 public libraries against 14 in the previous year, two new ones having been opened at Khamgaon and Shegaon The usual information regarding them is given below:—

Public libraries

District.	Locality	Average No. of subscribers during the year	Rates of subscription.	Average monthly income. Subscription. Rs	a	p.	Other sources. Rs	a.	p.	No. of books in the library.	No of books issued to subscribers during the year.	No. of newspapers and periodicals. Vernacular and Anglo-vernacular.	English.
Akola.	Akola		Rs. 2, Re. 1, As. 8, and As. 4.	35	0	0	10	0	0	110	15	11	13
	Akot ...	36	Re. 1, As. 8, and As. 4.	20	15	0		...		228	94	5	2
	Khamgaon ...	25	Rs 1½, Re. 1, and As. 8.	15	0	0		...		317	55	5	2
	Balapur	24	Re. 1, As. 8, and As 4.	9	0	0				18	18	5	2
	Jalgaon	...	*Nil.*		.			...		86	...		...
	Shegaon ...	55	Rs 146, subscribed at once for a year.		...			...		10	...	10	1
Buldana.	Malkapur	25	Re. 1, As. 8. and As. 4.	13	8	0		...		175	28	8	3
	Buldana	30	Do.	16	0	0		...		60	10	8	2
	Chikhli	18	Do.	7	0	0		...		102	93	9	3
	Mehkar	32	Do.	11	0	0		...		168	125	11	2
Basim	Basim	22	Re. 1, As. 8, As. 4, and As. 2.	13	12	0	10	0	0	540	...	5	2
Amraoti.	Amraoti	101	Rs. 2, Re. 1, As 8. and As. 4.	44	1	0	25	0	0	628	1,062	12	8
Ellichpur. Wun.	Wun	10	As. 8, As. 4, As. 2, and A. 1.	4	8	0		...		80	40	4	
	Yeotmal	13	Rs. 2, Re. 1, As. 8, and As. 4.	10	4	0	10	0	0	106	25	10	4
	Ellichpur Cantonment	47	Rs. 2, Re. 1, As. 8, and As. 4.	27	12	0	3	0	0	500	235	28	4
	Anjangaon . .	27	Re. 1, As. 8, As. 4, and As. 2.	11	0	0		...			...	8	1

The Amraoti library is in the most prosperous condition. It is liberally supported by the local municipality, which contributes Rs. 25 a month towards its maintenance, and the average monthly amount realized from subscribers is also large. It is to be regretted, however, that it has not yet got a proper building of its own. The library at Akola has been removed into the house lately built for

it. The contribution of Rs. 1,000 made by the Deshmukh of Mahisang and other small amounts raised in the town have been supplemented by a grant of Rs. 500 given by the municipality, which also contributes Rs. 10 a month towards the support of the institution. The rates of subscription have been raised, and the average monthly income from all sources has risen from Rs. 30 to Rs. 45 The number of newspapers and periodicals has also increased, and now the only want is a larger number of useful books. Most of the other old libraries are reported to have made little or no progress.

Amraoti elocution gathering.

98. The annual gathering in connection with the *Vaktritwottejak Sabha* of Amraoti continues to be attractive. The themes on which the candidates delivered addresses were : (1) " The regeneration of the country and the means that should be adopted to accelerate it ; " (2) " The value that should be properly attached to a certain Sanskrit saying which implies that a man should not do even what is right, when it is against popular opinion," and (3) " Effects of English education on the Natives of India. " Out of the 14 candidates who delivered speeches, seven succeeded in gaining prizes. The subscriptions of the year amounted to Rs. 286-3-0.

Educational conference.

99. The foundation of the " Teachers Association " and its first meeting in March 1883 were described in the last year's Report. It has since been considered advisable to hold the annual meeting in November, when the most advanced pupils of the Anglo-vernacular schools attend the high school entrance examination at Akola or Amraoti, and consequently there was no meeting in March last. The Education Commission have recommended " that conferences of officers of the Education Department be held from time to time for the discussion of questions affecting education." The subject is still under the consideration of the managing committee of the association, and when I hear from them proposals will be submitted for sanction.

Conclusion.

100. The report is already long, and it would not be proper to extend it by endeavouring to account for its unusual length. I may, however, briefly state the causes that have combined to bring about this result. *Firstly*, it was desirable to notice the remarks of the Education Commission in many paragraphs ; *secondly*, the changes introduced by the Statistical Committee into the constitution of the report rendered frequent explanations necessary ; *thirdly*, I was ordered to give detailed account of the income and expenditure, and explain the financial position of the Department ; and, *lastly*, the recommendations of the Education Commission and the Statistical Committee led to the introduction of some additional subjects, such as " Indirect aids to education," " Social position of parents, " &c. It will, I hope, be found that I have endeavoured to make the report complete, though, perhaps, I was not able to bring it within as short a compass as necessary.

I have the honour to be,

Sir,

Your most obedient Servant,

SHRIRAM B. JATAR,

Offg. Director of Public Instruction,

Hyderabad Assigned Districts.

APPENDICES.

APPENDIX.

Remarks of the Deputy Commissioners on Female Education.

Wun District.

From former experience with schools for girls, I had come to the conclusion that it was of no use to force them on the people, that the time was not yet ripe for them, and it would be soon enough to support them when there was a demand for them from the advanced natives. For female education is a reform which must commence from the top. The desire for a girls' school at Yeotmal was undoubted, and it originated with the intelligent natives entirely, and, therefore, I have no doubt it will prove a success. As soon as the natives understand that to give their females some education will tend to their own comfort and happiness, the teaching of girls will be as general as that of boys. It is pure selfishness on the part of ignorant men which retards female education, for although they will gain much—much more than they can understand—they will have to give up something too; for those whose minds are opened would never consent to put up with the treatment which they now do through ignorance.

Akola District.

Five new schools were opened in the year. As the people said they wanted these schools, I did not consider myself justified in not recommending them; but personally I am of opinion that they are a make-believe, like all our girls' schools.

Amraoti District.

I hardly know what to say about female education; so long as girls leave schools at 10 years of age, money spent on their education is thrown away. If we could get a talented and well educated native lady, either as school-mistress or as inspector, to show by example and precept the advantage and value of education, something might be done to improve the prospects of female education in Berar.

Buldana District.

There were at the close of the year 129 girls at school; 12 of these are, however, attending boys' schools, and I am not at all sure that this is as it should be. It is good for neither the girls nor the boys. In one school I saw a well grown girl in a class with well grown boys, and if she stays there much longer, there will probably be a scandal created. Of the three girls' schools the best is, as usual, at Malkapur. I attended the Commissioner when he visited this school and knew that he was pleased with what he saw. The Deulghat school has now got a better and more suitable building, and if we could only get a competent master I have no doubt it would show good results.

Basim District.

Great exertions have been made during the year to induce the people of Basim to take greater interest in female education, but at present the result is far from satisfactory; but I hope yet the better educated persons will commence to set a better example to the more ignorant by aiding Government in endeavouring to overcome the apathy and prejudice which exists against the enlightenment of the weaker sex. When the males receive greater enlightenment and find pleasure in conversing on subjects of interest instead of on mere trifles, they will perceive the value of training up their daughters to better understanding.

Ellichpur District.

I should wish to see these schools presided over by good mistresses, and useful things such, as sewing, cutting out and cooking, taught besides simply the three R's.

EDUCATION.

GENERAL TABLE No. I.—*Abstract Return of Colleges,* Schools, and Scholars in the Hyderabad Assigned Districts at the end of the official year* 1883-84.
(For details see General Table III.)

Area and population.				Public Institutions.				Private Institutions.				
Total area in square miles.	Number of towns and villages.	Population.		School Education, General.		School Education, Special.	Total of Public Institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
				Secondary schools.	Primary schools.	Training schools.						
1	2	3	4	5	6	7	8	9	10	11	12	13
			Institutions.. For males..	24	707	1	732	5	90	827	Institutions to number of towns and villages... 14·8	
	Towns ... 34	Males ... 1,380,492	Institutions.. For females.	...	14	...	14	...	1	15	·3	
	Villages 5,551	Females 1,292,181										
17,711	Total... 5,585	Total . 2,672,673	Total ...	24	721	1	746	5	91	842	15	
			Scholars ... Males ...	4,693	28,946	62	33,701	126	1,297	35,124	Male scholars to male population of school-going age. ... 16·9	
			Scholars ... Females ..	...	675	...	675	...	11	686	Female scholars to female population of school-going age ... ·3	
			Total ...	4,693	29,621	62	34,376	126	1,308	35,810	8·8	

*There are no Colleges in Berar.

EDUCATION.

GENERAL TABLE No. II.—*Abstract Return of Expenditure on Public Instruction in the Hyderabad Assig ned Districts for the official year* 1883-84.

1	Total direct expenditure on Public Instruction. School Education, General. Secondary schools. (2)	Primary schools. (3)	School Education, Special. Training schools. (4)	Total. (5)	Total indirect expenditure on Public Instruction. Directi n. (6)	Inspection. (7)	Scholarships. (8)	Buildings. (9)	Special grants for furniture and apparatus. (10)	Miscellaneous. (11)	Total. (12)	Total expenditure on Public Instruction. (13)	Remarks. (14)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Instruction ... For males	77,123	1,72,028	8,296	2,57,4 47	20,226	27,501	8,577	40,362	7,218	5,132	1,09,016	3,70,686	
For females	...	4,223	...	4 ,223									
Total ..	77,123	1,76,251	8,296	2,6 ,1,670	20,226	27,501	8,577	40,362	7,218	5,132	1,09,016	3,70,686	
2. (a) Percentages of Provincial expenditure included in columns 2—13 to total Provincial expenditure on Public Instruction	29·7	35·9	3·' 5	69·2	8·6	11·5	3·6	6·3	·06	·7	30·8	...	
(b) Percentages of Local Fund expenditure included in columns 2—13 to total Local Fund expenditure on Public Instruction	·1	67·1	...	67·2	...	·5	...	26·7	3·9	...	32·8	...	
(c) Percentages of Municipal expenditure included in columns 2-13 to total Municipal expenditure on Public Instruction	13·2	61	...	74·2	...	...	...	23·1	...	2·7	25·8	...	
~~(d) Percentages of total expenditure in columns 2—13 to~~ total expenditure on Public Instruction ...	20·8	47·5	2·2	70·6	5·5	7·4	2·3	10·9	1·9	1·4	29 4	...	
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.									
3. Average annual cost of educating each pupil in—													
Departmental Institutions... Cost to Provincial Revenues	15 6 3	3 5 4	125 11 2	5 8 10									
Cost to Local and Municipal Funds ...	0 1 3	2 8 11	...	2 2 5									
Total cost ...	16 15 5	6 7 0	125 11 2	8 6 5									
Municipal schools ... Cost to Provincial Revenues	...	0 14 9	...	0 14 9									
Cost to Municipal Funds	...	0 1 6	...	0 1 6									
Total cost ...	..	1 0 3	...	1 0 3									
Aided Institutions ... Cost to Provincial Revenues	. ..	1 3 9	...	1 3 9									
Cost to Local and Municipal Funds ...	...	0 1 0	...	0 1 0									
Total cost ...	...	4 6 11	...	4 6 11									
Unaided Institutions Total cost ...	...	4 5 1	.	4 5 1									
All Institutions ... Cost to Provincial Revenues	15 6 3	2 14 5	125 11 2	4 13 2									
Cost to Local and Municipal Funds ...	0 1 3	2 1 6	...	1 13 1									
Total cost ...	16 15 5	6 0 10	125 11 2	7 12 1									

GENERAL TABLE No. III.—*Return of Colleges,* Schools, and Scholars*

Class of Institutions.	Public Institutions.											
	Under public management.								Under private			
	Maintained by the Department.				Maintained by Local Fund and Municipal Boards.				Aided by the Department or by Local Fund or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
SCHOOL EDUCATION, GENERAL.												
Secondary Schools.												
For boys—English ...	24	4,693	4,546	3,355	...	...	...	...	...	...	...	...
Primary Schools.												
For boys	429	23,87[illegible]	[illegible]	16,180	1	67	76	45	200	4,252	4,211	3,343
For girls	10	310	301	181	...	...	...	...	4	99	100	65
Total ...	439	24,182	23,733	16,361	1	67	76	45	204	4,351	4,311	3,408
SCHOOL EDUCATION, SPECIAL.												
Schools for Special Instruction.												
Training schools for masters ...	1	62	66	54	...	...	...	...	...	...	...	...
Total of schools of Public Instruction	464	28,937	28,345	19,770	1	67	76	45	204	4,351	4,311	3,408

Private Institutions ... { 1. Advanced teaching—Arabic or Persian ... ...
2. Elementary. Teaching a vernacular only or

* There are no

in the Hyderabad Assigned Districts for the Official year 1883-84.

management. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of Public Institutions.	Grand total of scholars on the 31st of March.	No. of scholars on the 31st of March learning English.	A classical language.	A vernacular language.	Classification of scholars on the 31st of March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Parsees.	Remarks.
14	15	16	17	18	19	20	21	22	23-*a*	23-*b*	23-*c*	23-*d*	23-*e*	24
...	...	...	...	24	4,693	1,382	459	4,693	...	8	4,405	269	11	
77	1,021	1,003	845	707	29,212	...	...	29,212	..	2	24,808	4,398	4	
...	...	...	...	14	409	15	...	394	15	31	301	62	...	
77	1,021	1,003	845	721	29,621	15	...	29,606	15	33	25,109	4,460	4	
...	...	...	...	1	62	...	15	62	...	...	48	14	...	
77	1,021	1,003	845	746	34,376	1,397	474	34,361	15	41	29,562	4,743	15	273 girls in boys' schools. 7 boys in girls' schools.
...	...	...	...	5	126	...	126	...	...	...	...	126	...	
mainly ... For Boys...				90	1,303	...	...	1,303	...	...	1,079	224	...	
mainly ... For Girls...				1	5	...	...	5	...	...	...	5	...	
Total ...				96	1,434	...	126	1,308	...	...	1,079	355	...	6 girls in boys' schools. 279 girls in boys' schools. 7 boys in girls' schools.
Grand Total ...				842	35,810	1,397	600	35,669	15	41	30,641	5,098	15	

colleges in Berar.

General Table No. IV.—*Return of Expenditure on Public Instruction*

Objects of expenditure.	Public											
	Under public management.											
	Maintained by the Department.						Maintained by Local Fund and Municipal Boards.					
	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Total	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Total.
1	2 a	2-b	2-c	2-d	2-e	2	3-a	3-b	3-c	3-d	3-e	3
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Schools.												
School Education, General. — For boys—English	60,966	128	220	6,707	102	77,123	..		...	..	.	...
Primary Schools.												
For boys	77,755	58,803	406	12,353	619	1,49,936	70	..	7	.	...	77
For girls	1,334	1,002	450	2	17	2,805	...	...	...	..	...	..
Total	79,089	59,805	856	12,355	636	1,52,741	70	.	7		.	77
School Education, Special.												
Schools for Special Instruction.												
Training schools for masters	8,296	...	...		.	8,290	...	..	..	..	.	..
Direction	...	...	..	...	.	...	...	...	...	...	...	...
Inspection	...	...	...	..	...	...	—	...	...	..	...	...
Scholarships held in — Arts colleges .. .. w .	(b)1,546	...	...	.		1,546	..	.	...		...	...
Scholarships held in — Secondary schools	6,894	...	..	...	.	6,894	..	...	..	..	...	.
Scholarships held in — Special schools other than training schools ...	(a)137	...	...	...		137	..	.		.		.
Buildings	13,635	23,888	384	1,075	263	39,245	.	.	.	2	40	42
Furniture and apparatus	155	3,526	...	2,697	840	7,218		.	.		.	.
Miscellaneous	(c)1,757	(d)1,390	45	1,151	785	5,128		.	...	4		4
Total ...	24,124	28,804	429	4,933	1,888	60,168	.	.	...	6	40	46
Total expenditure on Public Instruction ..	1,81,475	88,737	1,505	23,985	2,626	2,98,328	70		7	6	40	123

the Hyderabad Assigned Districts for the official year 1883-84.

Institutions									Total expenditure from						
Under private management															
Aided by the Department or by Local Fund or Municipal Boards.						Unaided									
Provincial revenues	Local rates or cesses	Municipal funds	Fees	Subscriptions	Total	Fees	Subscriptions	Total	Provincial revenues	Local rates or cesses	Municipal funds	Fees	All other sources	Grand Total	Remarks
4-a	4-b	4-c	4-d	4-e	4	5-a	5-b	5	6 a	6-b	6 c	6-d	6-e	6	7
Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs.	
									69,966	128	220	6,707	102	77,123	
4,492	120		12,255	815	17,682	4,189	144	4,333	82,317	58,923	413	28,797	1,578	1,72,028	(a) Scholarship in the Madras Agricultural class
821		150	192	255	1,418				2,155	1,002	600	194	272	4,223	
															(b) Scholarships in the Arts Colleges of the Bombay Presidency
5,313	120	150	12,447	1,070	19,100	4,189	144	4,333	84,472	59 925	1,013	28,991	1,850	1,76,251	
															(c) Includes— Rs Encouragement to Vernacular literature 120 Book Depot 1,571 Printing 40 Miscellaneous 26 Total 1,757
									8,296					8,290	(d) Includes— Clerks in Deputy Commissioners' offices 600 Clerks in Account office 360 Pensions & gratuities 161 Stock 117 Miscellaneous 152 Total 1,390
									20,226					20,226	
									27,021	480				27,501	
									1,546					1,546	
									6,894					6,894	
									137					137	
1,075					1,075				14,710	23,888	384	1,077	303	40,362	
									155	3,526		2,697	840	7,218	
									1,757	1,390	45	1,155	785	5,132	
1,075					1,075				72 446	29,284	429	4,929	1,928	1,09,016	
6,388	120	150	12,447	1,070	20,175	4,189	144	4,333	2,35,180	89,337	1,662	40,627	3,880	3,70,386	

EDUCATION.

GENERAL TABLE No. V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in the Hyderabad Assigned Districts at the end of the official year* 1883-84.

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the Matriculation examination. 1			Middle stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage. 2			Upper Primary stage. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage. 3			Lower Primary stage. Comprising all pupils who have not passed beyond the lower primary stage. Reading printed books. 4			Lower Primary stage. Not reading printed books. 5			Total.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.																				
For boys—Deptl.—English ...	24	4,693	249	...	249	1,133	...	1,133	1,276	...	1,276	1,470	...	1,470	565	...	565	4,693	...	4,693
Total Secondary schools ...	24	4,693	249	...	249	1,133	..	1,133	1,276	...	1,276	1,470	...	1,470	565	...	565	4,693	...	4,693
Primary Schools.																				
For boys ... Departmental...	429	23,872	...	...	...	657	...	657	6,698	5	6,703	9,797	160	9,957	6,462	93	6,555	23,614	258	23,872
For boys ... Municipal ...	1	67	...	...	...	...	...	...	17	...	17	50	...	50	..	...	...	67	...	67
For boys ... Aided ...	200	4,252	...	...	...	5	...	5	496	...	496	1,879	1	1,880	1,857	14	1,871	4,237	15	4,252
For boys ... Unaided ..	77	1,021	...	...	...	...	...	...	29	...	29	261	...	261	731	...	731	1,021	...	1,021
Total ...	707	29,212	...	...	...	662	...	662	7,240	5	7,245	11,987	161	12,148	9,050	107	9,157	28,939	273	29,212
For girls ... Departmental...	10	310	...	...	...	...	1	1	...	30	30	...	90	90	...	189	189	...	310	310
For girls ... Aided. .	4	99	...	..	...	...	3	3	1	26	27	5	46	51	1	17	18	7	92	99
Total ...	14	409	...	...	...	...	4	4	1	56	57	5	136	141	1	206	207	7	402	409
Total Primary schools ...	721	29,621	.|.	..	...	662	4	666	7,241	61	7,302	11,992	297	12,289	9,051	313	9,364	28,946	675	29,621
Grand Total ...	745	34,314	249	...	249	1,795	4	1,799	8,517	61	8,578	13,462	297	13,759	9,616	313	9,929	33,639	675	34,314

EDUCATION.

GENERAL TABLE No. VI.—*Return showing the results of Prescribed Examinations in the Hyderabad Assigned Districts during the official year* 1883-84.

Nature of examination	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.			
	Institutions under public management.	Aided institutions	Other institutions	Total	Institutions under public management	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16-a.	16-b.	16-c	16-d.
Schools of General Education.																		
Matriculation—Boys	2	...	...	2	13	...	...	...	13	6	...	...	...	6	...	...	6	...
Schools of Special Instruction.																		
Training School Eamination for Masters. Upper ...	1	...	..	1	26	..	...	...	26	14	...	...	...	14	...	...	10	4
Training School Eamination for Masters. Lower .					37	...	...	...	37	29	...	...	...	29	...	...	24	5

EDUCATION

GENERAL TABLE No I.—*Return of European and Eurasian Schools and Scholars in the Hyderabad Assigned Districts for the official year* 1883-84.

Class of Institutions.	Public institutions				Number of scholars on the 31st of March learning			Classification of scholars on the 31st of March according to race or creed				Remarks
	Under private management											
	Aided by the Department.											
	Number of institutions	No. of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year	Average daily attendance	English	A classical language	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans	
1	2	3	4	5	6	7	8	9-*a*	9-*b*	9-*c*	9-*d*	10
SCHOOL EDUCATION, GENERAL. *Primary Schools.*												
For girls	1	*15	13	8	15	...	...	15	...	...	..	*Males ... 7 Females . 8

EDUCATION.

GENERAL TABLE No. II.—*Return of Expenditure on Public Institutions for Europeans and Eurasians in the Hyderabad Assigned Districts for the official year* 1883-84

Objects of expenditure.	Public institutions						Percentage of Provincial expenditure to total Provincial expenditure on Public Instruction.	Percentage of total expenditure to total expenditure on Public Instruction.	Average annual cost of educating each pupil	
	Under private management.									
	Aided by the Department									
	Provincial revenues	Local rates or cesses	Municipal Funds	Fees	Subscriptions.	Total			Cost to Provincial revenues.	Total cost.
	Rs	Rs.	Rs	Rs	Rs	Rs.			Rs a p.	Rs a p
SCHOOL EDUCATION, GENERAL.										
Primary Schools.										
For girls	360	...	...	192	29	581	·015	·16	27 11 1	44 11 1

EDUCATION.

GENERAL TABLE No. III.—*Return of the Stages of Instruction of Pupils in the European and Eurasian Public Schools for general Education in the Hyderabad Assigned Districts at the end of the official year* 1883-84.

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the Matriculation examination.			Middle stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage			Upper Primary stage. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the lower primary stage. Reading printed books.			Lower Primary stage. Comprising all pupils who have not passed beyond the lower primary stage. Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Primary Schools.																				
For girls—Aided	1	15	...	...	...	...	...	...	1	2	3	5	6	11	1	...	1	7	8	15

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
Hyderabad Assigned Districts,
Akola, 24th June 1884.

SHRIRAM B. JATAR,
Offg. Director of Public Instruction,
Hyderabad Assigned Districts.

Extract from the Proceedings of the Resident at Hyderabad, No. 2162, dated Hyderabad Residency, the 8th October 1884.

Read—

The Annual Report on Education in the Hyderabad Assigned Districts for the year 1883-84

RESOLUTION.

THE labours of the Education Commission and the report which it issued have tended to attract much attention to the subject of public instruction in Berar. The work that has to be done and the present condition of what is being done have been very clearly set forth and contrasted; and further the state of education and its prospects in Berar have been compared with those of other provinces. The Officiating Director of Public Instruction has submitted a very full and interesting report, and has entered at much length into many questions of great interest which have been raised, and in which action has been taken during the past year.

2. The first subject to be noted is the means to be adopted for extending primary education. It has been shown that there are 850 villages in Berar, with a population exceeding 500 in each, in which no school exists; and the Officiating Director of Public Instruction desires to have the ways and means of instituting a school in all. The Resident has already explained that a restriction which was supposed to limit the exertions of the department to a sum of Rs. 1,30,000 per annum had no real existence. And wherever a reasonable chance of a sufficient *clientèle* can be shown to attend the establishment of a school, no good cause exists why one should not be instituted in Berar. But he would further point out that the schools which already exist afford a means of acquiring primary education to 44 per cent. of the male population of school-going age, and even to more than 44 per cent if it be admitted that a boy has facilities for learning when a school exists in a village close to his, though not actually in his own. Yet the number of boys under tuition is only 17·1 per cent. of the whole, so that undoubtedly more is needed than the mere multiplication of schools to extend primary education, though, in some cases, that measure also will be desirable. The main difficulty lies, as Mr. Shriram Jatar himself clearly sees, in the fact that "the agricultural and labouring classes not only think that they can do without education, but urge that they only lessen their poor income by sending their sons to receive an education which offers no immediate advantage." Mr. Cordery has always deemed it a mistake either to deny, or to seek to ignore, what degree of truth and force, under the present circumstances of India and in the close struggle for existence pressing upon many families, is really contained in this plea. If fairly considered it places the percentage of attendance in schools in no unfavourable proportion to that of other countries. He would only point out, therefore, that it is perhaps less applicable to Berar, where the peasantry are generally in comfortable circumstances, than to other parts of the empire; and he is glad to note in this report many proofs of encouragement given to the people to make the necessary sacrifices. More stringent measures than are now being taken with this object would not be desirable.

3. During the year now under report the Government schools and the numbers of pupils educated in them, though they do not exhibit any falling-off yet show no extension; whilst private institutions show a decided falling-off. This, however, is ascribed, probably with justice, to the truly and fortunately exceptional circumstances of the season, during which two protracted epidemic attacks of cholera and small-pox seriously militated against the best efforts of the education department.

4. The classification of the standards forming the educational course, and the revision of the fee table in schools which teach the secondary course, are two matters to which attention was drawn in the review for the previous year; and they have been taken up and settled during the past year In an attempt to carry out to the letter the Government orders on the subject of the standards

their spirit had been missed, and what is in reality 'secondary' had been included in the 'primary' course as hitherto understood. This has now been altered, and the fees in secondary schools have been raised to a level which will compare with the neighbouring districts in British India, and will be more in accordance with what the Commission consider to be right.

5. The prospects of the Normal College do not improve, and it still fails to provide a sufficient supply of teachers for the vacancies in the department which are to be filled. The proposals to lower the standard of the examination for admission and to attach normal classes to the higher schools will be discussed and determined separately.

6. The Resident has found a system by which lads can be first enlisted as pupil-teachers in such schools, and can be thus led on to a further training in the normal institution, successful elsewhere. But it is clear that less than Rs. 10 a month will not suffice to attract men to meet even our present wants; and he has therefore been unable to give his assent to any reduction of the salaries attached to this description of work in the so-called branch schools. A diminution of efficiency in teaching-power is, in his opinion, much too heavy a price to pay for the advantages of mere numerical extension. And the remarks made by the Officiating Director in para. 55 of his report must be read subject to this comment.

Such proposals are, moreover, inconsistent with the difficulties now shown in our normal school statistics as attending the enlistment of qualified men as teachers. *A priori*, the attractions now offered would certainly be deemed sufficient. And perhaps more might be done by the masters of secondary schools in inclining any pupils who show aptitude in this line of work to its adoption as their profession. Attention should certainly be devoted to the subject.

7. The financial figures of the year do not call for special comment. There has been a satisfactory increase in the fees levied in secondary schools, whilst the reduction of those paid in primary schools is not much to be regretted. Municipal Committees are bound by the terms on which they will be relieved of police charges to contribute more largely to the educational institutions of their towns than they have hitherto done. The private contributions made by individuals to the cause have not been large. But the generosity of Mr. Gabbu Singh, Jemadar and Honorary Magistrate of Akot, does not pass unnoticed by the Resident, who would also, in alluding to it, express his commendation of the special object to which his contribution was made. The addition of boarding houses to the high schools of cities may be said to multiply their usefulness, and extends the advantages of the instruction offered in them over a wide area. A certain amount of responsibility for the moral and physical well-being of the youths so attracted to the town is, of course, involved in the creation of such establishments. Their native guardians should be thoroughly respectable men and sufficiently remunerated, and they should be frequently inspected both by the District Officers and the members of the town committees. But, subject to the condition of this vigilance, Mr. Cordery would gladly see every large school with such appendages added to it.

8. The Officiating Director is in error when he speaks of a grant to Bolarum having been made to the school there on account of its European element. The grant is made in consideration of the children in the regiments of the Contingent Force stationed in the place, and of the clerks who perform the work of the province at head-quarters. The system of grants-in-aid within the province generally would seem from the figures given in para 21 to admit and to call for further development.

9. The account given of the progress of the students who have been deputed upon scholarships to the Bombay University is far from satisfactory. And the condition on which this assistance is rendered should be revised and made more stringent hereafter.

10. The deductions drawn by the Educational Commission from the figures before them concerning the two so-called high schools at Amraoti and Akola were incorrect owing to the erroneous system prevailing of only including the students of two classes under the category. It would be unwise to abolish these institutions, which are at present alone in the province for the provision of any

advanced instruction. But the contrast shown in the results between the Amraoti and Akola schools is not creditable to the latter, though it speaks well for the capabilities of Mr. Vishnu Moroshwar Mahajani in the former. He has now been transferred to Akola, where it may be hoped that some improvement will follow his new incumbency.

11. The Resident is surprised to gather from para. 56 of this report that all the four classes into which convicts are divided for the purpose of education, are supposed to be taught by their single preceptor in one and the same hour. The Inspector General of Jails will be addressed on the subject of this arrangement, which, if correctly described, carries its own condemnation with it.

12. The question of rendering further assistance to the gymnastic and physical learning of the schools, in consideration of the success attending what has hitherto been done, has only to be laid before the Resident to receive his favourable attention.

13. In paras. 60—63, Mr. Shriram Jatar treats of the difficult question as to how far encouragement of education should be given in the shape of holding out prospects of public employ. This is too large a subject to be discussed in this review. But it is obvious that to raise hopes which, in the nature of things, must, in a very large majority of cases, be doomed to disappointment, has a tendency to create evils worse than it attempts to cure, except in countries where other sufficient outlets and careers are open to the students who cannot be provided with State appointments. In Berar, therefore, such expectations would be likely to breed more discontent than satisfaction. It would be a mistaken policy, in the Resident's opinion, to apply any artificial or direct stimulus to a motive which has quite sufficient energy and force inherent in it already. But any well-matured scheme for requiring a knowledge of our primary standards of instruction from candidates to the office of Patel would be carefully considered, though such a demand can only now be made fairly as a prospective measure, or so as to affect men below a certain age on the date when the order is issued.

14. With regard to female education, it is truly pointed out by the Officiating Director that, inasmuch as little attempt was made to introduce schools at all in Berar before 1866, it is hardly just to compare its progress in this matter with that in provinces where men received opportunities for acquiring instruction forty years before that date. A generation of men may easily have sprung up in Bombay to whom the society of educated, is more acceptable than that of illiterate, women, and in a country of early marriages very little can be done for the education of women with any real effect until such a preference has been developed. Still, it is the duty of the department to stimulate the growth of such a feeling by all means within their power, and to enlist the example and aid of any rich and influential men, who may be disposed to listen to it favourably, in the furtherance of the cause. Nor have any instructions of which the Resident is aware been issued of a tendency in any degree discouraging such attempts. The Officiating Director seems in this topic to have misunderstood remarks explaining the slightness of our success into a discouragement of all efforts to obtain it.

15. In other respects, however, the Resident is glad to acknowledge the zeal and interest in educational work which the report exhibits. The work of inspection has been carried on with thoroughness by the subordinate department, with whom also the District Officers have been in cordial co-operation. The spirit which informs the suggestions of the Educational Commission has been well mastered by the Officiating Director, and Mr. Cordery concurs with the Commissioner in recognizing the good sense which has generally characterized his recommendations.

(By order)

W. J. CUNINGHAM,

Secretary for Berar.

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IV.—Return of expenditure (detailed.)
V.—Return of the stages of instruction of pupils.
VI.—Return showing the results of prescribed examinations.
VII.—Return showing the distribution of Local Fund and Municipal expenditure.

No. 4006 OF 1885.

FROM

LESLIE S SAUNDERS ESQ., C. S.,

Commissioner,

Hyderabad Assigned Districts,

To

THE SECRETARY FOR BERAR TO THE RESIDENT,

Hyderabad.

DATED AMRAOTI, 11*th August* 1885.

SIR,

I HAVE the honour to submit herewith the Report of the Director of Public Instruction for the year 1884-85, which reached my office on the 28th ultimo.

2. The report is full, extremely well-written, and very interesting, and the general results (which in some respects were very unfavourable in the year 1883-84, owing to the prevalence of cholera and small-pox in epidemic forms) are, I am glad to see, most satisfactory during the past year, no unforeseen circumstances having occurred to retard educational progress in all its various stages.

3. The number of schools open in 1884-85 was 950, against 842 in the previous year, and the number undergoing tuition increased from 35,810 to 39,727. Primary schools (boys) of all classes in 1883-84 fell off seriously, both in number, and attendance thereat, to the extent of 136 and 2,062 respectively, compared with 1882-83. In the past year, however, a marked recuperative improvement has taken place, which progress during the current year will, it is hoped, be still further developed by arrangements now instituted for the general extension of primary education.

4 The results achieved in 1884-85 under this head compared with 1883-84 are given below.—

			No of institutions.	No of pupils.
Government primary schools		1883-84	429	23,872
		1884-85	477	26,293
		Increase	48	2,421
Aided	do.	1883-84	200	4,252
		1884-85	217	4,333
		Increase	17	81
Unaided	do.	1883-84	77	1,021
		1884-85	98	1,124
		Increase	21	103
		Total increase	86	2,605

5 Under secondary education, the number of Government high schools was the same as in the previous year, *viz*, two; while middle schools increased from 22 to 24 The attendance at the high and middle schools in 1884-85 stood at 266 and 5,188, respectively, against 338 and 4,355 in

1883-84; but the decrease noticeable in the former institutions is, as explained by the Director, "more apparent than real," a re-classification of educational standards on the Bombay system, by which the teaching of the 7th standard hitherto carried on in the high schools is now entrusted to most of the middle schools, sufficiently accounting for the apparent diminution.

6. The results of the examinations of primary schools have been satisfactory; the number of pupils who passed the examination increased from 8,881 to 10,276, the percentage of passes to the total number examined having risen from 60·4 to 63·. In the middle schools the number of passes in secondary standards increased from 359 to 464, and the number of scholars learning English from 1,044 to 1,372. Fifteen students were sent up by the high schools of Amraoti and Akola (ten from the former, and five from the latter) for the matriculation examination of the Bombay University, of whom eleven were successful (six from Amraoti and five from Akola), the best result that has ever been obtained. The Akola High School, which figured badly previously, has, it is said, under a change of masters been singularly successful on the present occasion. The report of the progress of the Berar students who have been deputed (upon scholarships) to the Bombay University is very favourable, although the unsatisfactory results of the examination in 1883-84 necessitated the conditions on which these scholarships are awarded being revised during the past year.

7. With respect to the financial condition of the Department during 1884-85, it will be observed that the income from all sources was Rs. 3,59,520, of which provincial revenues contributed Rs. 2,21,133, or about Rs. 14,000 less than the previous year. The receipts from fees in Government schools increased from Rs. 29,614 to Rs. 35,267. Popular contributions were Rs. 5,272, against Rs. 5,782. Municipalities have not aided, to the extent they should, the educational institutions of their towns; but as they were only relieved of their police charges last year, it was hardly possible to expect a substantial increase to the contributions made by them during 1884-85, which only amounted to Rs. 1,742, against Rs. 1,765 in the previous year. From the current year, however, the several municipalities have agreed to contribute to their educational requirements more liberally.

8. Of the total expenditure of the Department (Rs. 3,73,715, against Rs. 3,52,834) Rs. 1,57,685 were devoted to primary schools for boys, against Rs. ,149,935, the increase being caused by the opening of new schools.

9. The decrease in the grants to aided schools from Rs. 5,582 in the previous year to Rs. 4,915 will, I fear, again be regarded as unsatisfactory by the Government of India, and it seems that the time has arrived when we should entertain far more promptly and liberally applications for assistance received for the establishment of aided schools. These institutions are often, I fear, looked upon as being in opposition to Government institutions, instead of as supplementary to such schools. It will be my pleasure, as well as my duty, to try and make the establishment of such schools much more frequent and popular than they now are, particularly with the Department of Public Instruction.

10. At the close of the year a sum of Rs 1,45,076 remained at the credit of the Department on account of cess accumulations, besides Rs. 33,808 in the hands of school committees. The former balance is liable to modification when the final accounts are made up next month. Much of this money will be required for the construction of school-houses; and, provided the situations are well chosen, it could not be spent in a more advantageous way.

11. The working of the Government College at Akola for training masters has slightly improved. The number of students increased from 62 to 74, while the number who obtained employment fell from 19 to 17, but this decrease was only nominal, representing as it does the appointments made up to 31st March, whereas eleven were sent out before the end of April, which would raise the number employed to 28.

12. Female education is showing a fairly healthy, though tardy development. The number of pupils in Government schools increased from 428 to 751, inclusive of those who attend boys' schools. The total number of girls under instruction in all classes of schools—Government, aided, and private—was 1,088, against 686 in the previous year. The number of institutions also rose from 20 to 30, and the number of passes from 109 to 172.

13. The issue of the report of the Education Commission and the orders of the Government of India* thereon, have opened out a new era and starting point in the history of educational operations, and the fresh departure rendered necessary thereby will, I hope, be carried out to the advantage of Berar by the Director, Mr. Shriram B. Jatar, whose excellent report of the year well deserves the thanks of the Resident.

* No. 323-I., dated 28th October 1884.

14. At present I have had but few opportunities of judging how far primary education in the villages is progressing; but those schools in the large towns I have visited show a very forward state of education, and the desire to learn is evidently one that it would not now be easy to smother.

I have the honour to be,

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Your most obedient Servant,

LESLIE S. SAUNDERS,

Commissioner,

Hyderabad Assigned Districts.

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I have the honour to be,

Sir,

Your most obedient Servant,

LESLIE S. SAUNDERS,

Commissioner,

Hyderabad Assigned Districts.

No. 711 of 1885-86.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

Hyderabad Assigned Districts,

To

LESLIE S. SAUNDERS, ESQ., C. S.,

Commissioner,

Hyderabad Assigned Districts.

Dated AKOLA, 15*th June* 1885.

SIR,

I HAVE the honour to submit my Report on Public Instruction in the Hyderabad Assigned Districts, for the year 1884-85.

I.—GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

The year and the results of its operations.

2. The year was, on the whole, favourable to the progress of education. Though excessive and unseasonable rainfall damaged the crops more or less in all the parts of Berar and brought on fever in some months of the year, the disturbing elements were not sufficiently strong to arrest the educational growth of the province. The visitation of cholera has of late been so frequent that the fact that Berar was almost entirely free from the epidemic form of the disease during 1884-85 is mentioned as a remarkable event of the year favourable to the conduct of educational operations. Another circumstance, also of a negative kind, which contributed to the smooth working of the schools, was the absence of marriages owing to *Sinhastha*, or the conjunction of Jupiter with the sign Leo, which occurs once in twelve years and is considered unpropitious for the purpose by Hindus. The result of all this is that there has been considerable educational progress during the year under report. The number of schools has increased, and there has been a marked rise in attendance everywhere. The former has risen by about 70, and the latter by nearly 4,000. Government schools have become more popular and public institutions under private management have improved in efficiency and earned larger grants. The high schools have achieved an unprecedented success at the Bombay matriculation examination, and the college for training schoolmasters has almost regained its former position. Two Anglo-vernacular schools for Mahomedans have been started, and the number of boys learning English in the province has risen from 1,397 to 1,656. The most gratifying feature of the year, however, is that the number of girls under instruction has increased from 686 to 1,088, or by nearly 59 per cent., and that the people, in some places at least, seem to be awakening to the advantages of female education.

3. The following statement shows the number of schools and scholars on the 31st March 1885, and on the last day of the preceding official year:—

Schools and scholars.

Year.	Area in square miles.	Towns and villages.	Population.	No. of institutions.			No. of scholars.			Percentage of scholars to population of school-going age.	
				For boys.	For girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.
1883-84 ...	17,711	5,585	Males 1,380,492.	827	15	842	35,124	686	35,810	16·9	·35
1884-85 ...			Females 1,292,181.	920	30	950	38,639	1,088	39,727	18·7	·6
			Difference ...	+93	+15	+108	+3,515	+402	+3,917	+1·8	+·25

Number of schools.

It must be mentioned here that the increase in the number of schools shown above is really not so large as it appears. From paragraph 6 of my Report for 1883-84 it will be observed that schools in small villages were then called "branch" schools, the attendance of which was included in that of the "main" schools, and consequently the real number of institutions was larger than was shown in that Report. The distinction between "branch" schools and "main" schools has been since done away with by orders of the Resident, and the number of institutions entered in the above statement against 1884-85 represents the real number of schools now in the province. If, when the Report for 1883-84 was written, the branch schools had been considered to be independent institutions as they now are, the number of schools on the 31st of March 1884 would have been shown to be 881 instead of 842, and as the number on the last day of the year under report was 950, the real increase in schools is 69. It will be observed that the number of pupils has largely increased during the year. In the last year's Report it was shown that the schools existing at the close of the year 1883-84 afforded a means of acquiring primary education to at least 41 per cent. of the population of school-going age, and that not more than 17 per cent. took advantage of these facilities. There were, therefore, two ways in which primary education could be extended:—*first* by opening additional schools, and *secondly* by increasing the attendance of those that already existed. The numbers have increased in both these ways during the year, and the result is that the percentage of scholars to the population of school-going age has risen from 16·9 to 18·7 in the case of males, and from ·35 to ·6 in the case of females. Taking the new schools that were opened during the year into consideration, I find that 778 villages and towns in the province have schools of some kind, that facilities for instruction are provided at their doors for nearly 48 per cent. of the population, and that there are 706 villages, each with a population of 500 and more, which have no educational institutions of any kind. The opening of new schools has been the subject of a good deal of correspondence during the year; and a proposal to debit certain charges incurred on account of primary schools, which have been hitherto paid from the cess, to the fees collected in those institutions and to utilize the savings thus caused from the education fund in starting new schools was sanctioned towards the close of the year. Since the 1st of April 1885 the opening of 52 schools has been sanctioned; and as grants-in-aid rules have been made far more liberal than they were before, it is hoped that primary education will soon be further extended by means of private as well as of State agencies.

Increase in the number of pupils.

4. I give below a statement in which the number of schools, both public and private, and the number of scholars on the

Public and private schools with scholars.

31st March last, are compared with those on the corresponding day of the previous year:—

Year	Public Institutions								Private Institutions		Total	
	Under public management				Under private management							
	Government Schools		Municipal Schools		Aided		Unaided					
	No of Schools	No of Scholars	No of Schools	No of Scholars	No of Schools	No of Scholars	No of Schools	No of Scholars	No of Schools	No of Scholars	No of Schools	No of Scholars
1883-84 ...	464	28,937	1	67	204	4,351	77	1,021	96	1,434	842	35,810
1884-85 ...	528	32,572	1	46	222	4,495	98	1,124	101	1,490	950	39,727
Difference	+64	+3,635	...	—21	+18	+144	+21	+103	+	+56	+108	+3,917

The statement shows an increase under almost every head, and, therefore, it is evident that schools under private as well as public management have improved during the year I have already stated that the whole increase in the number of Government schools above shown is not real Thirty-four new schools (25 for boys and 9 for girls) were opened during the year, and 36 old branch schools, including classes for girls, were converted into independent schools under the orders of the Resident The total ostensible increase would, therefore, have been 70, had not six of the old schools been closed for want of sufficient attendance; hence the apparent difference of 64 between the numbers of State schools at the close of the years 1883-84 and 1884-85. The number of aided schools has increased by 18, and that of unaided ones by 21. The new rules for grants-in-aid were brought into operation in March last, but as the printing and publication of the vernacular translations took some time, their effect could not be seen before the end of the year It is expected that the number of aided shools will largely increase in the course of the current year In 1883-84 there was only one municipal school, and the number has not increased during the year under report The transfer of all the schools within the municipal limits of Amraoti, Akola and Ellichpur to the management of the municipalities has been sanctioned; but, under the orders of the Resident, the change took effect on the 1st of April 1885, or after the close of the year under review The attendance in the school for low castes at Akola, which is under the municipality, and is the only institution coming under the head "Municipal schools," has fallen off; but there is an increase of scholars in all the other classes of institutions The rise under Government schools is especially satisfactory.

5. In the following table the number of the different classes of schools and their attendance are compared with those of the preceding year.—

Schools of different classes.

Description of schools					No. of schools		No. of scholars.	
					1883-84.	1884-85	1883-84	1884-85
School Education.—General.								
Public Institutions.	Secondary	Government, high		Boys	2	2	338	266
		Do. middle		Boys	22	24	4,355	5,168
	Primary	Government		Boys	429	477	23,872	26,293
				Girls	10	24	310	751
		Municipal Board		Boys	1	1	67	46
		Under private management.	Aided	Boys	200	217	4,252	4,333
				Girls	4	5	99	162
			Unaided	Boys	77	98	1,021	1,124
Private Institutions.		Advanced (Arabic or Persian)		Boys ..	5	18	126	257
		Elementary		Boys	90	82	1,303	1,228
				Girls	1	1	5	5
School Education.—Special.								
Training school for masters ...					1	1	62	74
				Total ..	842	950	35,810	39,727

As mentioned in the last year's Report a re-classification of educational standards into three courses of primary, middle and high on the same principles as are adopted in the Bombay Presidency was sanctioned by the Resident in 1883-84 The schools, however, were not then exactly classified in accordance with these courses. Thus, though the high school course embraced only four standards, *viz*, VIII. to XI., each of the high schools at Amraoti and Akola not only contained a class under standard VII., which is the highest of the middle school course, but had Mahomedan classes under lower standards also. This has all changed during the year under report and our *high schools* are now attended only by those boys who study the *high school course*. The teaching of the 7th standard has been introduced into most of the middle class schools, and the institutions of the higher class have been relieved of the work which does not properly belong to them. The Mahomedan classes also have been transferred to the Anglo-Hindustani schools started during the year. For these reasons the decrease in the number of scholars against the high schools shown above is more apparent than real. That the number studying the high school standards has not fallen off may be seen from the following comparative statement:—

Name of school.	Number studying standards VIII. to XI. in. March 1884.	March 1885.
Akola high school	99	132
Amraoti do	124	134
Total	223	266

The increase in the number of middle schools is owing to the establishment of the Anglo-Urdu schools at Akola and Amraoti. The number of scholars has also risen in that class of institutions by more than 800; but, as might be expected in a province like Berar, the largest increase appears in the primary schools.

Schools in different districts.

6. The following table gives the number of schools for boys in the different districts, with the average number of square miles to every school, and the proportion of male scholars to the male population of school-going-age:—

District.	Area in square miles.	Male population	Number of schools for boys: Public institutions: Departmental.	Public institutions: Municipal Board	Public institutions: Under private management.	Private institutions: Advanced teaching.	Private institutions: Elementary teaching.	Total	Number of boys in: Public institutions: Departmental.	Public institutions: Municipal Board.	Public institutions: Under private management.	Private institutions: Advanced teaching	Private institutions: Elementary teaching.	Total.	Average number of square miles to every school.	Percentage of scholars to population of school-going age.
Akola	2,660	308,046	122	1	94	12		229	7,903	46	1,549	178		9,676	11 6	20 9
Buldana	2,804	225,243	90		66		11	167	5,129		1,061		107	6,297	16 8	18·6
Basim	2,958	185,071	57		43	1		101	3,081		522	7		3,610	29·3	13
Amraoti	2,759	298,051	108		55		37	200	7,827		1,235		689	9,751	14 8	21 8
Wun	3,907	201,491	52		20		23	95	2,939		304		266	3,509	[illegible]	11 6
Ellichpur	2,628	162,590	75		37	5	11	128	4,700		773	65	166	5,794	20 5	29·8
Do excluding Melghat	[974]	[140,373]	[74]		[37]	[5]	[11]	[127]	[4,773]		[773]	[65]	[166]	[5,777]	[7 7]	[27·4]
Total	17,711	1,380,492	504	1	315	18	82	920	31,609	46	5,444	250	1,228	38,637	19 3	18 7

Amraoti and Akola are the most populous districts in the province. The former is slightly larger in area; but the latter contains a greater number of inhabitants. Hitherto the educational state of Akola was decidedly superior; but of late Amraoti has been steadily advancing, and if the present educational condition of the latter were compared with that of the former, the result would be interesting. While Akola has a larger number of schools, Amraoti shows a larger number of scholars; and though there is a school for every 11 square miles in the former against 13 square miles in the latter, the percentage of scholars to the population of school-going age is larger in Amraoti than in Akola. From an examination of the statement it would appear that the Ellichpur District continues to be educationally the most

prosperous, especially if we exclude Melghat (a hilly tract) from it There are only 39 villages in the district each containing 500 souls and more, which do not contain any educational institution, and the inhabitants of 15 of these have applied for schools. Wun appears to be the most backward district, inasmuch as the average number of square miles to a school is 41, and the percentage of scholars to population of school-going age is less than 12. The reason of this is that it contains a large number of very small villages situated at great distances from one another. It will, however, be observed from the following comparative table that the educational condition of each and all the districts has perceptibly improved in every respect during the year under report.—

District	Number of schools for boys.		Number of boys		Average number of square miles to every school.		Percentage of scholars to population of school-going age	
	March 1884.	March 1885.	March 1884	March 1885.	March 1884	March 1885	March 1884	March 1885
Akola ..	213	229	9,290	9,676	12·5	11 6	20 1	20·9
Buldana ..	148	167	5,500	6,297	18·9	16·8	16 3	18·6
Basim ..	80	101	3,179	3,610	37	29·3	11·5	13
Amraoti ..	167	200	8,647	9,751	16·5	13·8	19·3	21·8
Wun ..	91	95	3,238	3,509	42 9	41 1	10·7	11·6
Ellichpur ..	128	128	5,270	5,794	20·5	20 5	21·6	23·8
Total	827	920	35,124	38,637	21 4	19 3	17	18·7

As stated above there is in the Ellichpur District little room for an increase in the number of schools, but the number of scholars has considerably risen. In the table given in this paragraph, I have not included information regarding the education of girls, as the subject of female education will be treated separately in Section VI.

The income of the Department.

7. The income of the Department from all sources during the year under report (exclusive of balances) may thus be compared with that for the previous year.—

			Rs.	a	p	Rs	a.	p
Provincial revenues ..		1883-84				2,35,179	3	0
		1884-85				2,21,132	14	2
Revenues from local sources.	Eduaticonal cess receipts..	1883-84	86,966	13	11			
		1884-85	97,233	9	9			
	Fees realized in high and middle schools	1883-84	7,731	14	9			
		1884-85 ...	11,102	2	9			
	Do. primary schools ..	1883-84	21,882	8	3			
		1884-85	24,165	0	0			
	Grants from town funds	1883-84	1,253	4	9			
		1884-85	1,136	0	5			
	Municipal contributions	1883-84	1,662	13	3			
		1884-85	*1,673	15	8			
	Popular contributions ..	1883-84	2,666	0	3			
		1884-85	†3,072	8	3			
	Miscellaneous	1883-84	87	6	9			
		1884-85	4	3	6			
		1883-84				1,22,250	13	11
		1884-85 ..				1,38,387	8	4
Total .		1883-84 ...				3,57,430	0	11
		1884-85 ..				3,59,520	6	6

* *Vide* Foot-note (*a*) to the statement in paragraph 12.
† Do. (*b*) do

The total income of the year is larger than that of the previous year about Rs. 2,000. The total of the receipts from all the local sources has increased by about Rs. 16,000. The sum actually drawn from provincial revenues *minus* the receipts credited to that fund is shown to be the income from that source. This has fallen off by about Rs 14,000 The circum-

stances which have led to this decrease as well as to the increase in the receipts from the local sources will be explained in subsequent paragraphs.

Receipts from the educational cess

8. The receipts from the educational cess during the last four years are shown below:—

District.	1881-82.			1882-83.			1883-84			1884-85.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a	p.
Akola	28,377	4	8	17,563	4	1	23,441	12	2	25,787	13	8
Buldana ..	15,307	11	11	13,356	3	0	12,193	3	0	15,235	6	10
Basim	9,603	0	9	5,084	14	0	10,970	13	9	8,871	9	0
Amraoti ...	24,970	11	3	22,878	4	6	19,530	12	9	24,587	2	3
Wun	8,068	6	3	8,154	5	9	8,502	7	5	8,257	2	3
Ellichpur ...	14,754	2	6	14,114	1	8	12,327	12	10	14,494	3	9
Total ...	1,01,081	5	4	81,151	1	0	86,966	13	11	97,233	9	9

The receipts have been increasing during the last three years, but the amount realised during the year under report is less than that of 1881-82. The new system of revenue collections by which the second instalment remains to be collected in the next year has been in full operation during the last two years, and therefore two instalments were collected during 1884-85. The actual receipts, however, were less than the demand for the year, as may be seen from the figures given below:—

	Akola.			Buldana.			Basim			Amraot			Wun.			Ellichpur.			Total.		
	Rs	a.	p	Rs.	a	p	Rs	a	p	Rs.	a.	p.	Rs	a.	p.	Rs.	a.	p	Rs	a.	p.
Demand ..	28,205	0	5	15,475	11	6	9,688	9	6	24,587	6	3	8,385	10	11	14,771	3	6	1,01,113	10	1
Actual receipts...	25,787	13	8	15,235	6	10	8,871	9	0	24,587	6	3	8,257	2	3	14,494	3	9	97,233	9	9

Fee receipts.

9. The following table shows the amounts realized from fees in all the Government schools during the last three years:—

Schools.	1882-83.			1883-84.			1884-85.		
	Rs	a.	p	Rs.	a.	p.	Rs.	a.	p.
High schools	1,564	8	0	1,676	8	0	2,733	8	0
Middle schools	5,541	3	0	6,055	6	9	8,368	10	9
Primary schools	22,082	4	3	21,882	8	3	24,165	0	0
Total ...	29,187	15	3	29,614	7	0	35,267	2	9

The fee receipts have largely increased in all the classes of schools during the year under report. The increase in the high and middle schools is owing to the enhanced rates for secondary education having been introduced in the beginning of the year; but the rise in the amount realized in the primary schools is due to increased attendance as well as to larger numbers studying the higher standards for which higher rates have been imposed. This increase has taken place in spite of the fact that 10 per cent. of Mahomedans and all low-caste pupils attending our primary schools are now exempted from the payment of any fee.

Municipal contributions.

10. The following statement shows the contributions made to schools by the several municipalities in the province:—

Municipality.	Income of the municipality for 1884-85.	School establishments. For boys. Government Anglo-vernacular schools.	Government primary schools.	Municipal Board primary schools.	Total.	For girls. Government primary schools.	Aided primary schools.	Total.	Original works and furniture.	Repairs to schools.	Fees of boys.	Total.	Percentage of the contributions to the municipal income.
	Rs. a. p.	Rs.	Rs. a. p.	Rs.	Rs. a. p.	Rs. a. p.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Akola	29,630 4 2	.	.	120	120 0 0	.	150	150 0 0	.		.	270 0 0	·91
Akot	7,765 5 5	...							75 0 0			75 0 0	·96
Khamgaon	32,806 3 3	..	.		.	108 5 5		108 5 5	...	12 4 0		120 9 5	·36
Shegaon	4,994 5 8	10	..	.	10 0 0	.	..			18 15 5		28 15 5	·56
Basim ...	5,150 5 1	.	....	...		102 7 3	.	102 7 3		150 0 0		252 7 3	4·87
Amraoti	36,276 0 3	240	180 0 0	.	420 0 0	204 0 0		204 0 0				624 0 0	1·71
Ellichpur ..	14,884 12 2	...	280 0 0	.	280 0 0				...	45 0 0	46 0 0	371 0 0	2·49
Total	1,31,507 4 0	250	460 0 0	120	830 0 0	414 12 8	150	564 12 8	75 0 0	226 3 5	46 0 0	1,742 0 1	1·32
Total for 1883-84 ...	1,20,926 13 0	220	398 8 8	110	728 3 8	432 12 3	150	582 12 3	384 8 0	24 11 3	45 8 0	1,765 11 2	1·46

The municipalities at Akot and Shegaon appear on the list for the first time, as no contributions were made by them to education before hand. Although the income of these bodies is comparatively poor, they have laudably come forward to assist the schools in their towns. Akot is to pay Rs. 300 a year and Shegaon Rs. 10 a month. All the municipalities except that at Khamgaon have contributed larger sums during the year than in 1883-84, though the total amount of contributions has slightly fallen off. In 1883-84 the Khamgaon Municipality spent about Rs. 400 on original works and repairs, and hence the decrease. The offer of this body to pay the whole cost of primary education in the town, as well as that of the municipalities at Amraoti, Akola, and Ellichpur to contribute half the expenditure, has been accepted with effect from the 1st of April last.

Popular contributions.

11. The amounts contributed by the people for different objects during the year were as follows:—

District.	School-houses.	Repairs to schools.	Pay of assistant masters.	School furniture and other apparatus	Gymnastic apparatus	Prize books and slates to pupils.	Fees for poor boys.	Miscellaneous.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola ...	841 3 0	329 10 0	.	46 0 0	114 10 0	108 6 0	254 4 6	121 10 0	2,015 11 6
Buldana ..	500 0 0	.	28 0 0	48 0 0	38 0 6	36 2 6	52 9 6	65 13 6	768 10 0
Basim ..	15 0 0	10 0 0	.	58 9 0	26 0 0	38 13 6	46 0 0	7 14 0	202 4 6
Amraoti ...	445 2 6	47 0 0	...	168 6 6	48 12 0	175 2 6	178 6 6	69 12 0	1,152 10 0
Wun ...	250 0 0	40 0 0	12 0 0	88 4 0	5 0 0	44 12 9	127 10 0	52 0 0	619 10 9
Ellichpur ..	148 0 0	37 4 0		84 12 0	60 4 0	61 8 0	85 15 0	35 4 0	512 15 0
Total	2,199 5 6	663 14 0	40 0 0	513 15 6	292 10 6	464 18 3	744 13 6	352 5 6	5,271 13 9
Total for 1883-84	3,461 9 0	143 12 0	213 14 9	627 14 11	236 14 0	298 15 1	461 15 0	337 6 6	5,782 5 3

The total amount of popular contributions during the year under report was slightly smaller than that of the previous year. The decrease is due to larger sums being paid for school-houses during 1883-84. Under most of the other heads, and especially "Fees for poor boys," "Prize books and slates to pupils" and "Repairs to school-houses" there is a satisfactory increase. People can hardly be expected to contribute towards the building of school-houses, which require large sums, unless they are happy and free from anxiety; but the indifferent out-turn of the crops during two successive years have unmanned the majority of the inhabitants of this agricultural province and offers of assistance were not made as readily as usual. In some villages the raising of subscriptions had to be deferred to more favourable times. However, the inhabitants of many places and several individuals liberally

assisted the Department. The name of Mr. Gabusing, Special Magistrate of Akot, has been brought to the notice of the Resident several times. His donations are as remarkable for their munificence as for the discrimination which is shown in finding a fit object. This year the gentleman maintained for a few months a large female school at Akot at his expense, and gave a helping hand to an institution of the same class in another village which would have perished had it not been for his timely aid. Bhogaji Chindhaji, Datooji Bhausing and Hari Danaji, the three public-spirited members of the school committee at Keliveli (Akot Taluk) have established three scholarships of Rs. 3 each, tenable in the school at that village by boys studying the 5th standard. The names of Messrs. Ghulam Hassein, *Sir Deshmukh*, the other Special Magistrate of Akot, and Chavildas, President of the school committee at Belkhed, have also been favourably mentioned.

Expenditure of the Department.

12. The total expenditure on education during the year is shown in the following statement :—

Heads.	Provincial revenues.	Educational Cess.	Fees.	Town Fund.	Municipal Fund.	Subscriptions.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction	20,157 6 9	.	.	.			20,157 6 9
Inspection	25,905 7 0	458 1 9					26,363 8 9
Govern. High Schools	16,900 15 11	...	2,535 7 5				19,436 7 4
Govern. Middle Schools	48,137 4 6	..	7,338 9 8	72 0 0	420 0 0	369 0 6	56,336 14 8
Govern. Primary For boys ...	77,758 7 11	64,939 0 5	12,809 0 0	72 0 0	549 15 5	1,556 10 0	1,57,685 1 9
Govern. Primary For girls ..	1,286 1 4	1,165 4 11	34 1 9	867 13 9	427 0 8	44 7 3	3,824 13 8
Municipal board school for boys	67 0 0	..	3 15 6		51 15 7		122 15 1
Grants in aid to public schools under private management	4,645 5 6			120 0 0	150 0 0		4,915 5 6
Govt. training schools for masters	8,376 1 4			...			8,376 1 4
Scolarships	9,026 11 0				...		9,026 11 0
Encouragement to vernacular literature	150 0 0						150 0 0
Book Depot	3,753 10 6					...	3,753 10 6
Buildings	4,094 9 4	47,727 1 6					51,821 10 10
School furniture	4 2 8	3,300 4 11	3,464 3 6	4 2 8	75 0 0	806 10 0	7,633 7 9
Miscellaneous	869 10 5	1,921 12 10	1,623 12 2	..		295 12 6	4,110 15 11
Total ...	221,132 14 2	118,920 10 4	27,779 2 0	1,136 0 5	(a)1,673 15 8	(b)3,972 8 3	3,73,715 2 10
Total for 1883-84 ..	235,179 3 0	88,083 4 6	27,980 13 0	1,253 4 9	1,662 13 3	2,566 0 3	3,52,834 6 9
Difference ...	—14,046 4 10	+30,837 5 10	+3,789 5 0	—117 4 4	+11 2 5	+406 8 0	+20,880 12 1

(a.) This is the actual expenditure and does not include the whole amount paid by the Akola Municipality to the school for ow castes.

(b.) This does not include amounts contributed for school-houses, the exact expenditure, of which is not known in this office

The expenditure has increased by about Rs. 20,000 during the year. This excess is chiefly due to an increase of about Rs. 9,000 in the expenditure on primary schools for boys and girls, and of Rs. 11,000 in the amount spent on school-houses. It will be observed that expenditure from provincial revenues has fallen off by Rs. 14,000; while the amount spent from the cess has increased by Rs. 30,000, and that from fees by nearly Rs. 4,000. The decrease of expenditure from provincial revenues is owing to smaller sums having been spent from that source on inspection, high schools, middle schools, grants-in-aid and school-houses; and the large increase in the amount spent from the cess is chiefly due to larger expenditure on the establishments and buildings of primary schools. The increase in the expenditure from fees is caused by the additional income from that source due to the enhanced rates. All these and other variations will be explained in greater details in the succeeding paragraphs.

Budget grant and actual expenditure.

13. The following statement shows the sanctioned budget grant and actual expenditure under each head :—

Provincial Revenues.

Head of expenditure	Budget grant			Actual expenditure			Excess			Saving		
	Rs	a	p	Rs	a	p	Rs	a	p.	Rs.	a	p
Direction	18,720	0	0	20,111	2	4	1,391	2	4	..		
Inspection	25,760	0	0	25,905	7	0	145	7	0	...		
High schools	24,360	0	0	19,337	8	6	...			5,022	7	6
Middle schools	58,740	0	0	54,952	6	5	.			3,787	9	7
Primary schools	77,870	0	0	77,758	7	11				111	8	1
Normal schools	4,300	0	0	4,038	7	6	..			261	8	6
Scholarships	15,750	0	0	13,364	4	10	..			2,385	11	2
Government Book Depôt.	16,870	0	0	16,271	7	2				598	8	10
Prizes and rewards	200	0	0	150	0	0				50	0	0
Grants-in-aid	6,400	0	0	6,002	9	6	...			397	6	6
Stationery and printing	760	0	0	326	2	11	...			433	13	1
Total	2,49,730	0	0	2,38,218	0	1	1,536	9	4	13,048	9	3
Deduct—												
Departmental receipts	19,300	0	0	23,619	15	5	4,319	15	5			
	2,30,430	0	0	2,14,598	0	8	—2,783	6	1	13,048	9	3
Add—							..			2,783	6	1
Total savings							..			15,831	15	4
Add—												
Expenditure on school-houses, repairs, &c., not included in the Comptroller's figures, but communicated by the Examiner, Public Works Accounts				6,534	13	6						
				2,21,132	14	2						

Educational Cess.

Head of expenditure	Budget grant			Actual expenditure			Excess			Saving		
	Rs.	a	p.	Rs	a.	p	Rs	a	p	Rs	a	p
Clerks in the Deputy Inspectors' offices, Akola and Amraoti ...	480	0	0	458	1	9	...			21	14	3
Primary schools ..	*1,33,184	0	0	*1,29,988	5	5	..			3,195	10	7
Original works ..	65,000	0	0	47,727	1	6	...			17,272	14	6
School repairs .	12,500	0	0	10,407	12	1	.			2,092	3	11
Miscellaneous contingencies . ..	7,700	0	0	3,438	2	9	.			4,261	13	3
Clerks in the Deputy Commissioners' offices, Akola and Amraoti ..	600	0	0	644	12	0	44	12	0			
Clerks, Civil Office of Account and Audit ..	360	0	0	313	10	4	...			46	5	8
Bonuses to masters .	3,900	0	0	2,539	9	4	...			1,360	6	8
House rent ...	236	0	0	180	0	0	..			56	0	0
Superannuation allowance.				223	3	2	223	3	2	...		
Total	*2,23,960	0	0	*1,95,920	10	4	267	15	2	28,307	4	10
Deduct increase ...										267	15	2
Net savings ...	...			...			..			28,039	5	8

* These amounts include the provincial contribution of Rs. 77,000 for the establishments of primary schools.

Grants to the schools at Bolarum and Chadarghat made in consideration of the children in the regiments of the Contingent force stationed in those places and of the clerks who perform the work of the province at head-quarters are not entered here, though they have been included in the Comptroller's statements. The excess under *Direction* is owing to the Educational Inspector's substantive pay and the late Director's furlough allowance having been charged to this head during six months of the year. The saving under *High schools* has been caused through the officiating Head Master and First Assistant having been appointed on less salaries in the Akola high school in the arrangement made in consequence of the absence on leave of Mr. Aitken, the permanent Head Master, and also through the expenditure on miscellaneous contingencies having been considerably smaller than the amounts allotted for the purpose. The apparent increase would, of course, have been lessened if Mr. Aitken's leave allowance had been drawn in India. The saving under *Middle schools* is due partly to smaller expenditure on miscellaneous contingencies and partly to the masters of such schools as those at Akot, Khamgaon, &c., having been appointed on smaller than the sanctioned salaries. The saving under *Scholarships* is owing to all the sanctioned places having not been filled up during the year. The saving from the educational cess fund under *Primary schools* is due partly to the usual causes, *viz.*, retrenchments and appointments on lower salaries, and partly to the opening of new schools, contemplated at the time of the preparation of the budget for 1884-85 having not been carried out during the year. The saving under *Original Works* is owing to all the projected buildings having not been constructed up to the close of the year. The variations under other heads do not seem to call for any explanation.

Comparative statement of expenditure.

14. The following statement shows the expenditure from all sources under each head in the years 1883-84 and 1884-85 :—

Heads.	1883-84. Amount.			1883-84. Per-centage.	1884-85. Amount.			1884-85. Per centage.	Increase.			Decrease.		
	Rs.	a.	p.		Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
Direction	20,225	9	9	5·7	20,157	6	9	5·4	...			68	3	0
Inspection	27,500	15	5	7·8	26,363	8	9	7·	...			1,137	6	8
Govt. High schools for boys ...	21,988	11	10	6·2	19,436	7	4	5·2	...			2,552	4	6
Govt. Middle schools for boys..	55,133	15	2	15·6	56,336	14	8	15·07	1,202	15	6	...		
Govt. Primary For boys ...	1,49,935	5	9	42·6	1,57,685	1	9	42·2	7,749	12	0	...		
Govt. Primary For girls ...	2,803	11	8	·8	3,824	13	8	1·02	1,021	2	0	...		
Municipal board schools for boys	77	9	1	·02	122	15	1	·03	45	6	0	...		
Grants-in-aid to public schools under private management	5,582	9	8	1·6	4,915	5	6	1·3	...			667	4	2
Government training schools for masters	8,296	4	3	2·4	8,376	1	4	2·3	79	13	1	...		
Scholarships	8,578	0	0	2·4	9,026	11	0	2·4	448	11	0	...		
Encouragement to vernacular literature	120	0	0	·03	150	0	0	·04	30	0	0	...		
Book Depôt	1,570	13	3	·4	3,753	10	6	1·	2,182	13	3	...		
Buildings	40,361	12	7	11·4	51,821	10	10	13·9	11,459	14	3	...		
School furniture ...	7,217	6	9	2	7,633	7	9	2·04	416	1	0	...		
Miscellaneous	3,441	9	7	1	4,110	15	11	1·1	669	6	4	...		
Total ...	3,52,834	6	9	...	3,73,715	2	10	...	25,305	14	5	4,425	2	4

The decrease under *Inspection* is owing to the *minimum* pay of the Educational Inspector's appointment having been drawn during the time that it was held. The place was also vacant for a little longer time during the year than in 1883-84. The decrease under *High schools* has been already explained. The increase under *Middle schools* is due to the establishment of two Anglo-Hindustani schools about the middle of the year, and that under *Primary schools* for boys and girls, to the opening of new schools. The

percentage of expenditure on primary education has very slightly decreased (from 42·6 to 42·2); but even this slight falling-off is more apparent than real, inasmuch as the large excess of expenditure on buildings over that of the preceding year has brought down this percentage, and the buildings were mostly constructed from the cess for accommodating primary schools. The small decrease under grants-in-aid is, as stated in paragraph 17, owing to a fixed monthly grant having been drawn for only one Eurasian school during a portion of the year. The increase under the *Book Depôt* is due to large amounts having been spent in printing copies of three school books sufficient to last for several years. The increase under school-houses is due to a larger number of buildings having been constructed during the year than in 1883-84. The variations under other heads are too small to deserve any notice.

Expenditure from fees realized in Government primary schools.

15. The following statement shows the expenditure incurred by school-committees from fees realized in Government primary schools:—

District.	Balance in the beginning of the year.	Receipts during 1884-85.	Total.	Expenditure. Teachers.	Contingencies and prizes.	House rent and repairs to schools.	Library books and maps.	Purchase and repair of furniture.	School compounds and gardens.	Miscellaneous.	Total.	Balance at the end of the year.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola ...	5,636 2 1	6,430 15 6	12,067 1 7	42 0 0	1,966 12 0	311 10 11	355 12 6	339 3 0	1,743 9 8	542 12 0	5,301 12 1	6,765 5 6
Buldana ...	3,637 8 3	3,650 9 6	7,288 1 9	126 13 5	1,281 15 0	91 14 6	238 1 6	512 15 3	71 8 9	105 3 10	2,428 8 3	4,859 9 6
Basim ...	2,542 14 2	2,386 8 3	4,929 6 5	6 0 0	932 5 0	24 8 6	160 2 6	48 15 6	30 14 0	226 7 8	1,438 5 2	3,491 1 3
Amraoti ...	7,709 12 7	5,857 3 0	13,566 15 7	16 8 0	1,599 13 6	442 1 0	445 14 6	124 14 9	149 7 6	*634 5 9	3,413 1 0	10,153 14 7
Wun ...	2,311 14 7	†2,205 15 6	4,517 14 1	105 0 0	759 0 9	8 10 0	85 6 6	758 4 0	178 5 6	105 3 0	1,999 13 3	2,518 0 10
Ellichpur..	4,558 8 9	3,634 0 3	8,192 9 0		1,238 9 3	53 15 0	367 6 2	421 13 4		90 11 0	2,172 6 0	6,020 2 3
Total	26,396 12 5	24,165 4 0	50,562 0 5	296 5 5	7,778 7 6	932 11 11	1,661 11 2	2,206 1 10	2,173 13 5	1,704 11 3	16,753 14 6	33,808 1 11
Total for 1883-84 ..	21,008 5 5	21,882 8 3	42,890 13 8	650 1 5	7,239 5 6	1,029 15 0	2,594 4 11	1,673 8 6	1,899 8 7	1,174 14 1	16,251 10 0	26,639 3 3

* Includes Rs. 80-14-9 on account of fees of Amraoti Hindustani school paid into the Treasury on its conversion into an Anglo-Urdu school.
† Includes annas 4 on account of sale proceeds of an old map.

The evils resulting from the existing practice of entrusting the fees of vernacular schools to small school committees were described in the last year's Report, and the Resident has been pleased to sanction the proposal that the fees realized in all the schools in a taluk be collected in a common fund and devoted to certain items of expenditure incurred in the schools within the limits of that taluk. The following is an extract from the Secretary for Berar's letter conveying the orders of the Resident on the subject:—

"The department of education will have, in its hands, the disposal of the fees in the lump, and will make allotments from the total to each school committee for expenditure, as now, upon house-rent, furniture, contingencies, prizes, library books, bonuses, and miscellaneous items. The present system of rigidly restricting the expenditure of fees on the schools in which they are realized, leads inevitably to large balances in some schools and starvation in others, but to prevent the change now ordered from unduly diverting fees from the locality whence they are received, the balance of each taluk should be kept distinct, and fees collected in one should not be allotted to a school committee in another taluk. This restriction has the further object of facilitating the eventual transfer of the manipulation of fee receipts to the taluk committees which may be formed when the local self-government regulation is passed."

By this arrangement it is hoped that expenditure from fees will be more economically managed than heretofore, and that the Department will be able to utilize a larger amount from the educational cess in the opening of new schools. It will be observed that the total income from fees during the year was Rs. 24,165, and the total expenditure amounted to Rs. 16,753. The balance has consequently risen by about Rs. 7,000. As expenditure on furniture, matting, &c., which was hitherto met from the educational cess, will in future be debited to this source of revenue, the surplus in future years will probably be smaller.

Receipts and disbursements.

16. The receipts and disbursements of the Department may be summarised as follows :—

Receipts.

		Rs. a p.	Rs a p	Rs a p
Balances on 31st March 1884	In the Treasury ...	1,66,682 8 4		
	With school committees .	26,396 12 5		
			1,93,079 4 9	
Amount drawn in the year from General Revenues.	From Departmental budget grant	2,14,598 0 8		
	From Public Works grant .	6,534 13 6		
			2,21,132 14 2	
Receipts from the educational cess			97,233 9 9	
Receipts from fees and other local sources.	The amount that passed through the Treasury ..	12,238 3 2		
	That did not pass through the Treasury ...	28,915 11 5		
			41,153 14 7	
				5,52,599 11 3

Disbursements.

		Rs a p	Rs. a. p	Rs a p.
Direction		20,157 6 9		
Inspection ...		26,363 8 9		
Instruction (including all charges other than Direction and Inspection) ...		3,27,194 3 4		
			3,73,715 2 10	
Balance on 31st March 1885.	In the Treasury ...	1,45,076 6 6		
	With school committees ...	33,808 1 11		
			1,78,884 8 5	
				5,52,599 11 3

The balance in the treasury on the 31st March 1884 shown above is the balance from the educational cess, and is taken from the Comptroller's statements published in the *Residency Orders* of the 2nd February 1885. So also the balance on the last day of the year under report belongs to the cess fund alone, and is liable to be modified when final accounts are made up in September next. Under the orders of the Local Government the amount of fees realized in high and middle schools, and credited to general revenues is available for expenditure in addition to the sanctioned budget grant of Rs. 2,40,000; and the amount from fees which is not actually spent in one year can be utilized in the following year. For this reason a fee account is kept in the Director's office, and the balance from this source is shown every year in the budget; but as a matter of fact this balance is never utilised, and the actual expenditure debited to general revenues never exceeds the income of the year. For the purposes of this report and with a view to showing the cost of education correctly and in the way prevalent in all the other provinces, all the fee receipts credited to general revenues are supposed to be spent in the year in which they are collected, and the balance from that source is not shown in the general balance sheet given above.

17. The following statement shows the grants awarded to aided schools during the year under report as well as in the previous year :—

Lump grants and result grants to aided schools.

Year.	Schools aided by fixed monthly grants.		Schools aided by result grants.					Total.	
	No. on 31st March.	Amount received from Govt. including prizes.	No. on 31st March.	Proficiency grant.	Capitation grant.	Prizes.	Total amount.	No.	Amount.
		Rs. a. p.		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.
1883-84..	8	2,235 2 11	226	2,258 7 0	840 0 0	307 13 9	3,406 4 9	234	5,641 7 8
1884-85..	6	907 3 0	248	2,510 9 0	1,097 0 0	341 14 3	3,949 7 3	254	4,856 10 3

The decrease in the amount of lump grants is mainly due to the abolition of the Christian school at Akola in October 1884, and to the fact that the amount entered against the year 1883-84 included a large monthly grant made to the European school at Yeotmal up to March 1884, in which month it was closed. The amount of result grants has considerably increased.

II.—Controlling Agencies.

18. Rao Bahadur Narayan Bhai Dandekar's furlough expired on the 30th August 1884; and he was allowed to retire on that day after a long and meritorious service. I officiated as Director of Public Instruction during the Rao Bahadur's absence, and was confirmed in the appointment after his retirement. I have thus been in charge of the office during the whole year under review. For seven months during the year I also held charge of the office of Educational Inspector, Hyderabad Assigned Districts, no successor having been appointed till the place became permanently vacant. During the year I visited all the districts and inspected 137 schools. I accompanied the Resident on his tour through four of the districts, and travelled in all 1,024 miles by rail and 821 by road.

19. Mr. Bajaba Ramchandra Pradhan, Deputy Educational Inspector of the Akola District, was appointed to be Educational Inspector, and he took charge of his duties on the 1st of November last. He held the annual examinations of 16 of the Anglo-vernacular schools, visited all the other institutions of the class, and paid 109 visits to primary schools, principally in Akola, Buldana and Ellichpur Districts. He travelled 741 miles by rail and 716 by road.

Changes in the Deputy Inspectors.

20. Consequent on the promotion of Mr. Pradhan there were some changes in the staff of the Deputy Educational Inspectors. Mr. Waman Ganesh Paranjpe was transferred from Buldana to Akola; Mr. Balaji N. Mudholkar, who was acting at Yeotmal, succeeded Mr. Paranjpe at Buldana after he was relieved by Mr. Vinayaka R. Bhatwadekar, the permanent incumbent; and Mr. Keshava B. Palekar was confirmed in the Deputy Inspectorship of Ellichpur. Mr. Noorkhan, Hindustani Deputy Educational Inspector, having obtained extension of furlough previously granted to him, Mr. Muhamad Husen, the Persian teacher in the Amraoti high school, continues to officiate for him.

Work of the Deputy Inspectors.

21. The work of inspection performed by the Deputy Educational Inspectors is shown in the following statement :—

Deputy Educational Inspector.	Area of the district in square miles.	Description of schools	No. of schools in the district on 31st March 1883.	No. of schools inspected. Once.	No. of schools inspected. Twice and more than twice.	Total No. of visits to all schools.	No. of scholars on roll on 31st March 1883.	No. examined at the first inspection.	No. of days in the district	No. of miles travelled. By rail	No. of miles travelled. By road.	No. of miles travelled. Total.	Distance travelled by ordinary road for each visit.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Akola District.	2,660	Government. Middle schools—Boys ...	8	5	2	240	1,738	63	157	98	913	1,011	3·8
		Government. Primary schools—Boys and girls	119	80	39		6,168	3,127					
		Government. Jail schools	1	...	1		52	24					
		Under private management. Primary schools—Boys and girls ..	109	59	5		1,838	769					
		Municipal Board Schools—Primary—Boys ...	1	1	..		46	41					
Buldana District.	2,804	Government. Middle schools—Boys ...	4	1	3	150	802	184	149	69	1,093	1,162	6·9
		Government. Primary schools—Boys and girls ..	93	76	17		4,584	1,944					
		Under private management—Primary—Boys & girls	77	37	...		1,177	318					
Basim District.	2,958	Government. Middle schools—Boys ..	1	...	1	137	302	169	151	..	1,341	1,341	9·8
		Government. Primary schools—Boys and girls .	57	18	40		2,812	1,474					
		Under private management—Primary—Boys & girls	46	32	2		567	336					
Amraoti District.	2,750	Government. Middle schools—Boys ...	6	3	2	231	1,345	252	160	145	1,087	1,232	4·7
		Government. Primary schools—Boys and girls ...	107	70	35		6,608	3,207					
		Government. Jail schools	1	...	1		44	34					
		Under private management—Primary—Boys & girls	93	80	1		1,053	604					
Wun District.	3,907	Government. Middle schools—Boys ...	2	1	1	94	396	..	110	..	719	719	7·6
		Government. Primary schools—Boys and girls ...	51	45	6		2,611	1,436					
		Under private management · Primary—Boys and girls	43	28	..		570	242					
Ellichpur District.	2,623	Government. Middle schools—Boys ...	3	1	2	183	605	284	150	...	1,006	1,006	5·5
		Government. Primary schools—Boys and girls ...	74	26	48		4,261	1,762					
		Under private management—Primary—Boys & girls	53	43	...		1,004	394					
Depy. Educational Inspector, Urdu Schools, H. A. D.	17,711	Government. Middle schools—Boys ...	2	...	2	94	335	130	208	464	1,171	1,635	12·4
		Government. Primary schools—Boys and girls ...	60	60	...		3,113	1,370					
		Under private management—Primary—Boys & girls	52	50	...		809	127					
		Total	...	696	208	1,138	...	18,291	1,085	776	7,330	8,106	
		Total for 1882-84	...	634	185	1,047	..	15,605	1,155	919	7,343	8,262	

The changes in the subordinate inspecting officers mentioned in the preceding paragraph had to be carried out in the midst of the travelling season, and through unavoidable circumstances one district (Buldana) remained without a proper* Deputy Inspector for one month and eight days. Some of the District Inspectors were also deputed to examine the Marathi middle class schools in their districts thoroughly before the appointment of the Educational Inspector under whom they are placed, and whose duty it is to hold their annual examinations. For these reasons the total number of miles travelled by the Deputy Educational Inspectors and the number of days spent by them in the work of inspection out of their head-quarters have somewhat decreased, but it will be observed that the number of visits paid to schools and the number of pupils examined at the time of the first inspection have increased in all the districts. It will be seen from the reports of the Deputy Commissioners that most of them speak of the work of their Deputy Eductional Inspecators in terms of high praise; and from the detailed inspection reports which are sent to me through the Deputy Commissioners, as well as from what I have seen in the schools in the course of my tour, I am able to add my own testimony to the thoroughness with which the work of the masters is tested and the exemplary patience with which the trying duties of inspection are generally performed. The nature of the work expected from the Deputy Inspectors will be seen from the following extracts from the reports of two of the Deputy Educational Inspectors. The Deputy Educational Inspector of the Amraoti District writes:—

"At the first inspection not only such pupils as were presented were examined, but all those who were not ready to pass any standard; and in order to ascertain what progress had been made by the unprepared pupils individually, I examined them separately, noting the amount of progress made by each.

"The first inspection was as thorough and searching as I could make it. After the examination of the pupils the record and registers and fee accounts were also inspected. An abstract report in the given form on the condition of the school and studies and on

* The Head Master of the Anglo-vernacular school, Malkapur, who was put in charge of the office, could not be relieved of his own duties.

other matters requiring to be brought to notice was submitted through you (Deputy Commissioner) on each school to the Director of Public Instruction. Remarks on the condition of the school as well as instructions for the guidance of the masters are entered by me in the School Visitors' Books."

The Deputy Educational Inspector of Buldana says:—

"My examination did not consist in merely passing or plucking pupils, according as they answered or failed to answer satisfactorily questions that were put to them. While examining, I took note how the several subjects were taught, and such in which I could trace shortcomings to defective or unintelligent instruction were taught by myself in the presence of the teacher. Wherever I found a master unpopular, I impressed on him, both by precept and example, the proper way to mix amongst the people and secure for his school their sympathies and co-operation. Onerous and difficult as the duties of a teacher are, involving as they do great interests, I have endeavoured according to my lights to make him realize their nature to some extent at least."

22. The work of inspection is increasing year by year, and the Deputy Educational Inspectors of the larger districts seem unable to do it completely. The Resident has recently sanctioned the appointment of a Sub-Deputy Inspector whose duty it will be to assist the District Inspectors of Amraoti and Akola in the work of examining the primary schools. When the number of schools increases it will probably be necessary to appoint another Sub-Deputy Inspector; but in my opinion the time has also come when the rules under which the work of inspection is performed should be again revised. Proposals on the subject will shortly be submitted.

Visits of District officers and their Assistants.

23. The number of visits paid by Deputy Commissioners and their Assistants to schools in their districts is shown below:—

Officers.	Akola.	Buldana.	Basim.	Amraoti.	Wun.	Ellichpur	Total number of visits.	
							1884-85.	1883-84.
Deputy Commissioners...	11	17	35	22	17	38	140	139
Assistant and Extra Assistant Commissioners.	11	15	17	12	17	26	98	101
Tahsildars	77	11	15	64	24	57	248	158
Total ...	99	43	67	98	58	121	486	398

The total number of visits has increased, though the table does not show all the visits paid by the district officers, as will be seen from the following extract from the report of the Deputy Commissioner of the Buldana District:—

"When a Deputy Commissioner visits schools accompanied by a superior authority, who writes his remarks in the visitors' book, the Deputy Commissioner's visit does not figure. I in fact visited many more schools than are shown in paragraph 15 of the Deputy Educational Inspector's report, though I did not enter my name in the visitors' book."

The district officers continue to take warm interest in the education of the people committed to their care, and I am hardly able to express what I feel for the kind and prompt way in which every assistance is rendered by them to the department. When the higher officers set the good example, it is not a matter for wonder that their subordinates should look heartily after the welfare of the schools in their jurisdiction. The number of visits paid by the Tahsildars has much increased, and I would specially mention the name of Mr. Ganesh Bapuji, who has exerted himself to improve the state of the schools in Balapur and Daryapur taluks during the year.

Amongst the officials of other departments who take interest in schools, the name of Mr. Balkrishna Kashinath, Police Inspector of Ellichpur, has been specially mentioned, and it is stated that his visits really did some good to the schools to which they were paid.

24. The number of visits paid by school committees to schools during the last five years is shown in the following table :—

School committees.

District.	1880-81.	1881-82.	1882-83	1883-84.	1884-85.
Akola ...	80	85	87	79	116
Buldana	28	67	98	106	102
Basim ...	25	43	36	36	73
Amraoti	92	142	113	132	216
Wun ...	41	65	65	51	56
Ellichpur	50	61	119	150	128
Total ...	316	463	518	554	691

The number of visits has been steadily increasing and the rise during the year under report is satisfactory, especially in the Amraoti and Basim Districts. Most of the Deputy Inspectors allude to the indifference and want of active interest in education on the part of the majority of these bodies, but it is evident that the influence of the Deputy Commissioners is being beneficially exercised, and that the committees are becoming more useful every year. The Deputy Educational Inspector of Amraoti reiterates his proposal (which was alluded to in my Report for 1883-84) for defining the work of these bodies. The Deputy Inspector of Ellichpur speaks disparagingly of most of the school committees in his district, and makes a similar proposal on which Colonel Mackenzie remarks :—

"No doubt the working of committees is very uneven, in some places exceedingly disappointing. But we must recollect that as yet we rely for our material on an *uneducated* generation : therefore that as time goes on their work may be calculated to improve. We cannot wisely abandon them nor do I concur with the Deputy Educational Inspector in thinking that they should be held *solely* responsible for the conditions of attendance. It is well to have the master jointly responsible for many obvious reasons, among others, the not unimportant one that it helps us to test the qualities of our masters to separate those having tact and '*savoir faire*' from those without."

The master must, of course, be held jointly responsible for attendance, because if he is lazy or incompetent the committees will not be able to keep up the proper number. What is expected from these bodies is, that they should exercise their personal influence with the people and *assist* the master heartily in every way.

25. As the majority of the committees are reported to be indifferent and apathetic, it is but fair that the names of those few bodies who are really useful should be prominently mentioned in this Report and brought to the notice of the higher authorities. They are as under:—

District.	Names of villages or towns in which the school committees have rendered real assistance.
Akola.	... Generally speaking all the committees are reported to take interest, but special mention is made of some members of the committees at 1 Akot, 2 Barsi Takli, 3 Akoli, 4 Pimpri Gowli, 5 Moondgaon, and 6 Keliveli.
Buldana.	... 1 Malkapur, 2 Fattekhelda, 3 Deulgaon Sakarsha, 4 Janephal, 5 Sowna, 6 Dharangaon, and 7 Anjani Khurd.
Basim.	... 1 Umarkhed, 2 Pusad, 3 Dhanki, 4 Kowthal, and 5 Assegaon.
Amraoti.	... 1 Nandgaon Kaji, 2 Burur, 3 Murtazapur, and 4 Ekdaree.
Wun.	... 1 Ner. 2 Wun, 3 Nababpur, 4 Kayar, 5 Zadgaon, 6 Nanza, 7 Venikotta, and 8 Rallegaon.
Ellichpur.	... 1 Babli, 2 Brahmanwada, 3 Shirasgaon Kusba, 4 Shirasgaon Bund, and 5 Budner Gangai.

III.—University Education.

Berar University scholarships.

26. In their reviews of the Report on Public Instruction for 1883-84, the Resident and the Government of India remarked that the account of the progress of the students who had been deputed upon scholarships to the Bombay University was far from satisfactory, and they pointed out the necessity of revising the conditions on which this assistance is rendered and making them more

stringent hereafter. Accordingly, the following additional rules have been sanctioned :—

"(1.) No candidate shall be considered eligible to a scholarship unless he shall have obtained at least 40 per cent. of the total number of marks attainable at the matriculation examination.

"(2.) Failure to pass, or to go up for at the prescribed time, any university examination shall render a scholar liable to the forfeiture of his stipend unless the Principal of the college certifies that the failure was due to exceptional and unavoidable circumstances, and to no fault on the part of the scholar. A second failure in the course of a scholar's university career, due to whatever cause, shall entail forfeiture of his scholarship."

The scholarships have also been made tenable in all the private as well as Government institutions affiliated to the Bombay University in accordance with the spirit of a recommendation of the Education Commission, and those students who may wish to join the Grant Medical College, Bombay, will, in future, be allowed to hold their scholarships for four years instead of three, as a candidate for a degree in medicine cannot appear for the examination unless he has been engaged during four university years in professional study.

27. The following statement shows the number of scholars from Berar studying in the Bombay Colleges on the 31st March 1885 and on the last day of the previous year, and the examinations passed by them during 1884-85 :—

Name of College.	No. of scholars on the 31st March.		No. who passed during the year.			
	1884.	1885.	P. E.	First. B. A.	B. A.	Total.
Elphinstone College	5	2	2	3	...	5
Deccan College	3	7	1	...	...	1
Total ...	8	9	3	3	...	6
Total for 1883-84	...	...	1	...	1	2

Besides the above one ex-scholar studying in the Science College at Poona passed the First Examination in Civil Engineering. It may also be stated that out of three students who passed "the first B. A." examination, two were ex-scholars. On the whole, the results of the University examinations of the students from Berar were more satisfactory in 1884-85 than in the previous year.

IV.—School Education, General.

(a).—*Secondary Schools.*

28. The usual information regarding all the secondary schools in the province is given in the following table :—

Statistics of secondary schools.

No. of institutions on 31st March.		Schools.	Number on roll on 31st March.		Average No. on roll monthly during		Average daily attendance during		Direct expenditure from Provincial revenues.		Fees.		Town and Municipal funds and subscriptions.		Total.		Annual cost of educating each pupil. Total cost.		Cost to Government.	
1884.	1885.		1884.	1885.	1883-84.	1884-85.	1883-84.	1884-85.	1883-84.	1884-85.	1883-84.	1884-85.	1883-84.	1884-85.	1883-84.	1884-85.	1883-84.	1884-85.	1883-84.	1884-85.
									Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	R. a.	R. a. p.	Rs. a. p.	Rs. a.	R. a. p.	R. a. p.	R. a. p.	R. a. p.
1	1	Akola High School..	144	132	136	133	107	117	11,489 11 2	8,294 12 7	674 8 2	1,244 9 5			12,164 3 4	9,539 0 0	89 7 1	71 11 7	84 7 9	62 5 10
1	1	Amraoti High School..	194	134	157	156	136	139	8,983 13 6	8,606 3 4	840 11 0	1,290 14 0	...	...	9,824 8 6	9,897 1 4	62 9 3	63 7 1	57 3 6	55 2 8
22	24	Middle or Anglo-Vernacular Schools.	4,355	5,188	4,253	4,538	3,112	3,501	49,492 0 5	48,137 4 6	5,191 13 9	7,338 9 8	450 1	861 0 6	55,133 15 2	56,336 14 8	12 15 5	12 6 7	11 10 2	10 9 8
24	26	Total	4,693	5,454	4,546	4,827	3,355	3,757	69,965 9 1	65,038 4 5	6,707 0 11	9,874 1 1	450 1	861 0 6	77,122 11 0	75,773 6 0	16 15 5	15 11 1	15 6 3	13 7 4

All the figures in this table are satisfactory and show that greater progess in secondary education has been made during the year at a less cost to Government than in the previous year. The two high schools in the province are quite sufficient, and at the same time are not too many for its educational requirements. The number of middle schools has, as already stated, risen from 22 to 24 on account of the establishment of the Anglo-Hindustani schools at Akola and Amraoti; and therefore the expenditure on the schools of this class has increased by about one thousand rupees. The total cost of secondary education has, however, decreased by two thousand rupees, and the large increase in the number of pupils has reduced the average cost of educating each pupil; but the most remarkable feature of the statement is, that in consequence of the enhanced rates having been introduced during the year, a larger share of the expenditure has been borne by fees and the cost to the State has been considerably reduced in all the classes of secondary schools.

High schools.

29. It has been explained before (*vide* paragraph 5) that the decrease in the attendance of the high schools has been caused by the abolition of the seventh standard class and the transference of the Mahomedan boys under the lower standards to the new Anglo-vernacular schools. The high schools, therefore, are no longer divided into "high school proper" and the "ancillary branch," but contain only the classes which study the upper secondary course. To the Amraoti high school the Hindustani branch continues to be attached with a Mahomedan teacher on Rs. 100 a month; but the study of Urdu and Persian has been abolished in the Akola high school, with effect from the 1st of September last. The results of the examinations of all the classes in both the high schools during the last two years are shown in the following table;—

Comparison of the results of examination.

High school		Matriculation class				Standard X.				Standard IX.				Standard VIII.				Total.			
		On roll.*	Examined.	Passed.	Prizes gained.	On roll.*	Examined.	Passed.	Prizes gained.	On roll.*	Examined.	Passed.	Prizes gained.	On roll.*	Examined.	Passed.	Prizes gained.	On roll.*	Examined.	Passed.	Prizes gained.
Akola ...	1883-84.	16	4	..	..	8	8	4	...	24	22	7	4	40	34	30	11	88	68	41	15
	1884-85.	14	5	5	1	14	11	4	2	34	33	17	7	37	32	16	3	99	81	42	13
Amraoti.	1883-84.	19	9	6	1	22	16	15	14	28	26	22	10	31	24	20	3	100	75	63	28
	1884-85.	21	10	6	.	28	21	13	10	33	30	18	5	39	33	27	9	121	94	64	24
Total ..	1883-84.	35	13	6	1	30	24	19	14	52	48	29	14	71	58	50	14	188	143	104	43
	1884-85.	35	15	11	1	42	32	17	12	67	63	35	12	76	65	43	12	220	175	106	37

* In the beginning of the official year.

Matriculation.

30. Fifteen candidates from Berar appeared this year for the matriculation examination, and 11 of them passed the test. This number of successful candidates was never equalled before, as the highest number passed from the province up to 1884 was 8. Out of the total number of 2,036 candidates who appeared from all the parts of the Bombay Presidency and its neighbourhood, 840 or 41 per cent. passed, while the percentage of successful candidates from our high schools was 73. Six boys out of 10 passed from Amraoti, and all the five pupils from the Akola high school were successful. A pupil from the latter institution obtained the "Sinclair Prize" for proficiency in Sanskrit and the Mussalman candidate from the former won the Jairazbhoy Peerbhoy scholarship of the value of Rs 200 *per annum*, which is awarded by the University to the Mahomedan candidate who passes the matriculation examination with the highest number of marks. It is a matter for congratulation that the Berar Mahomedan stood in the examination list above all his co-religionists who appeared from the Bombay Presidency. This boy obtained also one of the Berar scholarships, as he stood third in the order of

merit amongst the Berar candidates, and it is remarkable that though a Mahomedan he took up Sanskrit as his second language, and passed in it successfully. The other two scholarships also were won by boys from Amraoti. The result is very satisfactory and creditable to the Head Masters. Mr. Vishnu Moreshwar Mahajani M. A., officiating Head Master of the Akola high school, has kept up his reputation as an able and energetic master by achieving a remarkable success in a school which was reported to be in an indifferent condition only a short time ago; and Mr. Raghunath B. Talvalkar B. A., officiating Head Master of the Amraoti high school, has exerted himself successfully to maintain the superiority of that institution

Results of the examination of the lower classes

31. The results of the examination of the lower classes held in October last cannot be deemed as good as those of the last year. Whereas 98 boys passed out of 130 examined in the three lower classes in 1883-84, only 95 passed during the year under report out of a larger number (160). If we look at the results of each high school separately, the comparison is equally unfavourable to the later year Out of 84 pupils examined in October last under Standards X., IX. and VIII. in the Amraoti school 58 passed, whereas out of fewer boys (66) tested in the year before, nearly the same number (57) was successful. It must be remarked, however, that this year's result in the Amraoti school, though worse than that of 1883-84, is not very unsatisfactory, as 69 per cent. of the examinees passed the test The same cannot be said of the Akola high school in which less than 50 per cent. of the total number of boys examined were successful. This unsatisfactory result is attributed by the officiating head master to "the changes in the staff of teachers in the middle of the academical year," and to the fact that "for nearly a month one hand was wanting." Since the new classes were formed in November last all the teachers have been exerting themselves to make up for the past failure, and I have every reason to hope that they will be able to show better results at the next examination.

The Resident's visit.

32. In January last the Resident visited both the high schools, and after examining some boys in different classes appeared to be, on the whole, satisfied with what he saw. He was pleased to say that he would give prizes to the three boys in each school who would do best in the next matriculation examination. He also saw several Anglo-vernacular and vernacular schools in the towns and villages through which he passed in the course of his tour, and from the remarks entered in the Visitors' Books it seems that their condition did not, on the whole, leave an unfavourable impression on his mind.

Boarding-houses.

33. The boarding institutions in both the high schools have long suffered from want of sufficient accommodation. One of the two divisions into which the Amraoti Hindu establishment has been split up continues to be located in a rented building. A plan and estimate for extending the Government building has been sanctioned, and it is hoped that funds will soon be provided. At Akola the Departmental offices and the Government Book Depôt having been accommodated in the building which was formerly used as the Commissioner's circuit-house, all the rooms in the educational block of the barracks have been placed at the disposal of the Head Master of the high school and the Principal of the training college for providing additional accommodation to the boarders. This has relieved a long felt want, and when the dining rooms are extended the boarders in the high school at Akola will have everything that is required at present in the way of accommodation. The following statement shows the present condition of the boarding establishments attached to the high schools as compared with that of the preceding year —

Locality.		No. of boarders on 31st March.		Average monthly No. of boarders during		Average monthly cost for each boarder.	
		1884.	1885.	1883-84.	1884-85.	1883-84.	1884-85.
						Rs. a. p.	Rs. a. p.
Akola,—Hindu ...	...	25	44	26	32	5 11 0	4 13 11
Amraoti	Hindu	67	58	58	62	5 5 5	4 15 5
	Mahomedan ...	12	14*	11	11	3 4 0	2 15 1

The number of Hindu boarders at Amraoti has slightly fallen off in consequence of the abolition of the teaching of the 7th standard in the school. The number has increased at Akola, probably because the establishment does not now suffer from want of accommodation. The decrease in the average monthly cost at both the places is satisfactory. It will be observed that the inmates of the Mahomedan house at Amraoti board at a very small cost, *viz.*, Rs. 2-15-1 a month. The Head Master of the Amraoti high school writes: "The boarding house wants a good reading room and library for the use of the inmates. In this connection the Resident, on his visit, has remarked there is no reading or writing room except a small closet, and no proper provision either for lighting or for bedding or for arrangement of the boys' clothing, &c. I earnestly hope that steps will be taken in time to supply these wants."

When the necessary accommodation is provided within the walls of the school-house for all the boarders, the Head Master will be asked to submit proposals for supplying the wants indicated in the above extract.

Middle class schools.

34. All the middle class schools continue to teach the primary standards and, as stated before, most of them impart instruction in all the standards of the middle course. A few backward schools of the lowest grade (*viz.*, those at Argaum, Daryapur, Morsi and Akola Hindustani) have not yet been permitted to teach the seventh standard, and the pupils in the highest class of each of these institutions are sent to larger Anglo-vernacular schools to complete their middle course. Two of the schools (Ellichpur Cantonment and Malkapur) continue to teach the eighth or the first standard of the high school course, in addition to all the standards of the middle and primary courses. The results of the examination of the classes under Standard VIII. in these schools are shown in the following table:—

Year.	Malkapur.		Ellichpur.		Total.	
	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.
1883-84 ...	7	7	6	4	13	11
1884-85 ..	11	5	9	8	20	13

This year the institution at Ellichpur has done very well, as out of nine pupils who were sent for the examination, eight were considered fit to be admitted into the ninth standard class. The work of the Head Master, Mr. Sadashiv Govind Damle, is always satisfactory; but as this was the first year in which he taught Standard VIII., the result is highly creditable to him. The Malkapur School is usually very successful at this examination, but this year it occupies the second place. In connection with this result, the Deputy Commissioner of Buldana remarks:—"The Head Master of the Anglo-vernacular school at Malkapur deserves credit for not only the popularity, but the efficiency of his school.

There are boys and boys, and he cannot expect to be always able to pass for the eighth standard all the boys he sends up. It is but few boys who have the knack of successfully standing examination, and it is not (for examiners are fallible) always the best educated boys who succeed in passing." It is gratifying to observe that Colonel Menzies entertains such a high opinion regarding the abilities and successful energy of Mr. Hari Moreshwar Shevde, and there is no doubt that a school, however efficient, cannot always hope to stand at the head in an examination list.

35. In the following statement the results of the examinations in all the standards of the middle course are compared with those of the previous year :—

Year.	Standard VII.		Standard VI.		Standard V.		Total.	
	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.
1883-84 ...	117	88	263	140	367	194	747	422
1884-85 ...	145	90	326	202	388	214	859	506

There is a rise under all the standards, and the schools have on the whole done well. The following table shows the result of the examination under Standard VII. or of what may be appropriately called the middle school examination :—

School.	No. examined.		No. passed.	
	1883-84.	1884-85.	1883-84.	1884-85.
Akola High school	36	28	33	21
Amraoti do.	40	47	30	34
Malkapur Anglo-vernacular school ...	14	18	7	11
Ellichpur Cantonment do. ...	10	11	5	6
Akola do. ...	...	4	...	2
Akot do. ...	11	14	8	3
Khamgaon do. ...	3	6	2	3
Balapur do. ...	...	4	...	...
Basim do. ...	3	8	3	8
Yeotmal do. ...	...	5	...	2
Total ...	117	145	88	90

The classes under the 7th standard in the high schools at Akola and Amraoti were the principal feeders of the higher classes in those institutions this year, and the result of the entrance examination of the pupils sent from the Anglo-vernacular schools was, on the whole, below the mark. The school at Basim, however, did remarkably well, as all the eight boys who appeared for the examination passed the test. The other institutions sent very few pupils, and the number of passes was small. The schools at Akot and Balapur especially were unsuccessful this year in the work of feeding the high schools. At Akola the highest standard of the middle course was taught both in the high school and the Anglo-vernacular school before October last, and therefore the class in the lower institution was naturally small. The teaching of the 7th standard having been introduced into many more schools after the last examination, it is hoped that the result of the next year's examination would be more satisfactory. The classes under this standard in the schools at Malkapur and Ellichpur cantonment are, of course, the feeders of the 8th standard classes in the same schools.

The following passage from the report of the Educational Inspector describes the general condition of the middle class schools:—

Basim
Amraoti.
Ellichpur Cantonment.
Malkapur.
Mehkar
Akola.
Deulgaon Raja.
Talegaon.
Ellichpur City.

"Some of the schools have done extremely well so far as can be judged from numerical results. But there are other points such as tone, discipline, and management which mainly contribute to efficiency, and must be taken into account in determining the position of a school. I mention in the margin some of the schools which stand well in all these respects. Basim has maintained its position as one of the most efficient institutions. The Talegaon school has been brought into its present prosperous state solely by the exertions of its Head Master, Mr. Krishnaji Malhar. The Murtazapur school, though situated in a very small town, is now in a very flourishing state, owing to the popularity of its present Head Master, Mr. Tilak. The Mehkar school is also kept in a very efficient state by the Head Master, Mr. Askhedkar. Some of the schools have not been very successful as Anglo-vernacular institutions. The Shegaon and Argaon schools have to struggle hard to keep up a sufficient number of boys to learn English. Complaints have even now been received from Argaon that the 6th standard class will soon have to be broken up. The new school at Morsi must not be judged hastily, but I must say that the signs of its success are not very hopeful."

Middle schools in different districts.

36. The distribution of the Anglo-vernacular schools among the different districts is shown below:—

District.		No. of Anglo-vernacular schools.	Total No. on rolls.	No. learning English.	No. of passes in secondary standards.	Fees collected.		
						Rs.	a.	p.
Akola ...	...	8	1,738	443	123	2,813	11	0
Buldana ...	...	4	802	227	93	1,495	5	6
Basim ...	...	1	302	96	41	497	0	0
Amraoti	..	6	1,345	326	105	1,788	13	3
Wun ...		2	396	91	31	580	3	0
Ellichpur .	...	3	605	189	71	1,193	10	0
Total	...	24	5,188	1,372	464	8,368	10	9
Total for .. 1883-84	...	22	4,355	1,044	359	6,055	6	9
1882-83	...	22	4,247	921	317	5,541	3	0
1881-82	...	22	4,050	733	249	4,934	2	0
1880-81	...	22	3,831	619	202	4,324	14	0

The schools have been steadily improving during the last five years, but the advance made in 1884-85 is decidedly more satisfactory than in any previous year. The Akola District continues to head the list. It contains one-third the total number of middle schools in the province; and its attendance, its English-learners and its fee-receipts bear almost the same proportion to the respective totals. The Amraoti District has much advanced during the year owing to the establishment of an Anglo-Hindustani school at Amraoti and an Anglo-Marathi school at Morsi; and it is remarkable that though Buldana has lost one middle school owing to the relegation of the institution at Pimpalgaon Raja to the primary class, the number of pupils learning English, the number of passes in the secondary standards, and the amount of fee collections have substantially risen in that district. In the other districts there is no change in the number of institutions, but there is a satisfactory increase under every other head.

Scholarships and exhibitions.

37. There have been some changes in the scholarships and exhibitions during the year in consequence of the establishment of the Anglo-Hindustani schools and abolition of the Urdu branch in the Akola High School. Of the ten scholar-

ships for special proficiency in vernacular languages, five were hitherto tenable in each of the high schools, three in the Marathi branch, and two in the Urdu branch. The abolition of the latter branch at Akola led to the transference of the Hindustani scholarships to the high school at Amraoti to which all the special exhibitions for Mahomedans have also been transferred. Five middle class exhibitions for Mahomedans, which were hitherto attached to each of the high schools, were transferred to the new Anglo-Hindustani schools in September last. After these changes came into operation there were eleven scholarships in the Amraoti High School for Mahomedans, four of Rs. 10 each for special proficiency in the vernacular, and seven exhibitions for general knowledge of the value of Rs. 5 each, while there were only seven Mahomedan pupils. Two of the latter were transferred to the local Anglo-Hindustani school, and measures for the general re-distribution of these and all other scholarships are under contemplation.

Out of the 85 exhibitions, each of the value of Rs. 4, tenable in the Anglo-Marathi schools 82 were filled up on the 31st March last, and none of the twelve exhibitions sanctioned for the Anglo-Hindustani schools (two of Rs. 5 each and ten of Rs. 4) was vacant. All the 35 general exhibitions attached to the high schools were filled up; but of the five scholarships specially sanctioned for Mahomedan pupils only one was filled up. Only one of the ten vernacular scholarships is vacant this year.

Eighteen general exhibitions are attached to the high school at Akola, and seventeen to that at Amraoti. Though the 7th standard classes have been abolished it will not probably be considered desirable to make any sensible reduction in the number of scholarships, because the attainments as well as the number of pupils have much increased since the scholarships were originally founded; but the number of exhibitions has been more systematically distributed among different classes, and henceforth there will be at least four exhibitions available every year in each of the high schools for poor and deserving candidates who will pass the entrance examination.

(b).—*Primary Schools.*

Extension of primary education.

38. The subject of extending primary education has, as stated before, engaged the serious attention of the authorities during the year. In connection with the recommendations made by the Education Commission, I was first directed to submit a report showing the requirements of the province in the matter of the elementary education of the masses. In this report I stated that an additional annual expenditure of about Rs. 86,000 would be needed to establish the required primary schools in the 850 villages which were then without any means of instruction. I added that though all these additional schools could not be called at once into existence, it would be necessary to raise either the educational cess or the annual grant for primary education from provincial revenues. In endorsing the former proposal, the late Officiating Commissioner wrote as follows:—

"It appears to me that in a country like Berar, whose population is almost exclusively dependent on agriculture, it is both reasonable and unavoidable that a larger proportion of the expenditure on education should be derived from the cess on the land revenue, and I can see no valid reason why this population, being moreover greatly in need of elementary schools, should not be required to contribute an education cess of as high a rate as that imposed in the adjacent and less prosperous territories of the Bombay Presidency and the Central Provinces."

This letter of Mr. Ridsdale was replied to by the Secretary for Berar to the Resident, on the 28th June 1884, when he said that the addition to the present educational income which appeared to be required must necessarily take some time for decision; "but in the meantime," it was added, "the Officiating Resident is ready to consider any well devised proposals for working up to the limits of the present educational income available for expenditure on primary education by opening new schools." After consulting the Deputy Commissioners on the subject, I proposed that the cost of the construction

of the school-houses that would have to be built should be met from the accumulated balance of the educational cess which amounted to about Rs. 1,61,000. It was understood that applicants for new Government schools must provide school buildings before their request is complied with, and therefore it was thought that the amount mentioned above would last for many years. I also proposed that expenditure on furniture, house-rent, bonuses to schoolmasters, &c., which had been defrayed from the educational cess before, should be met from school fees, and that the sum of about Rs. 31,000, by which the income from the educational cess exceeded its annual expenditure, should be wholly spent in maintaining new schools. These proposals were generally sanctioned by the Resident who was pleased to direct the opening of as many schools as practicable on the 1st April 1885. Before these proposals were submitted I had also recommended for sanction more liberal rules for grants-in-aid (*vide* paragraph 47) to indigenous schools, and I contemplated the opening of private as well as Government schools with the money available. All the proposals were sanctioned before the end of the year, but they had had no time to take effect before the 31st March. The soil, however, has been prepared and the seeds sown. A good harvest may, therefore, be expected in due course.

Government schools for boys.

39. The primary schools are, in Berar, first divided into Government schools and indigenous schools, and again into schools for boys and schools for girls. Indigenous schools and female schools will be described separately, and the information given in this and the following three paragraphs will relate to Government schools for boys only. The numbers of schools and scholars on the 31st March last are compared in the following table with those on the corresponding day of the previous year :—

District.	No. of schools on 31st March.		No. of scholars.		Average number on the rolls monthly during the year.		Average daily attendance.	
	1884.	1885.	1884.	1885.	1883-84.	1884-85.	1883-84.	1884-85.
Akola ...	99	112	5,911	6,001	5,992	5,908	4,283	4,361
Buldana ...	72	86	3,575	4,366	3,535	3,998	2,398	2,995
Basim ...	53	56	2,580	2,790	2,509	2,573	1,813	1,871
Amraoti ...	90	101	5,894	6,371	5,559	6,059	3,640	4,644
Wun ...	46	50	2,286	2,579	2,217	2,400	1,668	1,816
Ellichpur ...	69	72	3,626	4,186	3,620	3,850	2,378	2738
Total ...	429	477	23,872	26,293	23,432	24,788	16,180	18,425

Every column of the table shows a satisfactory advance. The increase under the "average number on rolls monthly" is not so large as under the other heads, and this shows that the attendance rose in the latter months of the year. The comparatively large increase in the average daily attendance is for this reason the more satisfactory, as it shows that the schools were attended more regularly than in the previous year. While during 1883-84 the average daily attendance in the Government primary schools of Berar was 69 per cent. of the average number on roll, it was 74 per cent. during the year under report.

Progress during the last five years.

40. The following table shows the number of schools and scholars during the last five years :—

Year.	No. of schools.	No. of scholars.	Average No. on roll.	Average daily attendance.
1880-81	435	21,896	20,954	15,498
1881-82	437	24,258	23,106	16,824
1882-83	430	23,917	23,539	16,379
1883-84	429	23,872	23,432	16,180
1884-85	477	26,293	24,788	18,425

The decrease which was observed last year has been more than made up during the year under report, and the numbers of schools and scholars are now far higher than in any previous year. Since 1880-81 the number of scholars on roll has increased by 20 per cent., and the average daily attendance by nearly 19 per cent

Expenditure.

41. The following table shows the total expenditure, and the cost of educating each pupil in the primary schools of all the districts :—

District.	Fee receipts.	Expenditure.				Cost of educating each pupil.	
		Provincial revenues.	Educational cess	Other funds	Total	Total cost	Cost to Government.
	Rs a p.	Rs. a p.	Rs a p.	Rs. a. p	Rs a. p	Rs a p	Rs a. p
Akola ...	6,418 13 6	18,547 12 0	18,110 7 0	5,176 3 9	41,834 6 9	7 1 3	3 2 2
Buldana ..	3,618 11 9	13,119 1 9	8,814 12 8	1,907 0 2	23,840 14 7	5 15 5	3 4 6
Basim ..	2,382 4 9	10,064 11 0	7,523 10 6	1,250 11 6	18,839 1 0	7 5 2	3 14 7
Amraoti ..	5,836 13 0	15,317 0 0	16,524 13 4	3,128 11 6	34,970 8 10	5 12 4	2 8 5
Wun ..	2,197 15 0	7,855 3 0	5,015 12 8	1,335 4 0	14,206 3 8	5 14 8	3 4 4
Ellichpur .	3,624 7 0	12,854 12 2	8,949 8 3	2,189 10 6	23,993 14 11	6 3 8	3 5 5
Total .	24,079 1 0	77,758 7 11	64,939 0 5	14,987 9 5	1,57,685 1 9	6 5 9	3 2 2
Total for 1883-84.	21,836 13 6	77,754 13 11	58,730 11 1	13,149 12 9	1,49,935 5 9	6 6 5	3 5 1

While there has been an increase in fee receipts and in expenditure from all sources, the cost of educating each pupil has slightly fallen off. It will be observed that the cost per pupil is the highest in the Basim District, and the smallest in Amraoti. The income from fees as well as from the educational cess is the highest in Akola which also receives a larger grant from provincial revenues than any other district As stated before, the number of boys in it is smaller than in Amraoti, and therefore the cost of educating each pupil is larger. The reason why expenditure in Akola is higher than in Amraoti is that it has a larger number of schools, and that it possesses more schools of higher grades than the other district. It is well known that all our old schools belong to higher grades and that the new ones are, as a rule, started at a less cost. The prosperity of the Amraoti District is comparatively of recent growth, and therefore it has a larger number of lower grade schools. The establishments are revised every six months and an endeavour is made to put all the schools in their proper positions as far as funds and consideration of rights acquired by long and faithful services permit. It is hoped that time will work out a salutary change and that all apparent anomalies will soon cease to exist

Results of examinations.

42. The results of the examinations of primary schools held during the year by the inspecting officers are as under :—

District.	No. of pupils examined.	No. passed under standards							Percentage of passes.
		I.	II.	III.	IV.	V.	VI.	Total.	
Akola	4,097	897	613	449	243	53	1	2,256	55
Buldana	2,636	689	448	275	174	30	4	1,620	61·5
Basim	1,581	539	317	187	87	19	7	1,156	73·1
Amraoti	4,020	1,075	877	525	260	54		2,791	69·4
Wun	1,697	448	280	163	63	17	.	966	56·2
Ellichpur ...	2,260	636	405	283	134	29		1,487	66
Total ...	16,291	4,279	2,940	1,882	961	202	12	10,276	63
Total for 1883-84 .	14,697	3,657	2,563	1,654	815	192	...	8,881	60·4
Total for 1882-83.	15,382	4,037	2,603	1,539	769	141	..	9,092	59·1

In the figures under the first four standards the pupils in the primary classes of the middle schools have been included. The examination results of the year under report are superior to those of the previous year both in the number of successful pupils and in the percentage of passes. In 1883-84 there was a falling-off under the lower standards, but the results of 1884-85 are far more satisfactory in every respect than even those of 1882-83. Examinations under standard VI were held for the first time in the past year in primary schools, and there were only three schools (those at Telhara, Nandura and Pusad) which presented pupils. The schools at Umarkhed and Wadegaon have lately been permitted to teach the standard, and as it qualifies a candidate for entrance into the public service it is hoped that the number of vernacular schools teaching it will increase. It is now taught in all the Anglo-vernacular schools and the five vernacular schools abovementioned.

Bonuses to lower teachers.

43 The sums alloted in the educational cess budget for bonuses to schoolmasters and the amounts actually awarded are shown in the following table:—

District	Amount provided for in the cess budget.			Bonuses awarded from the educational cess.				Grant awarded from provincial revenues to lower teachers in Anglo-vernacular schools.				Total.			
				No of teachers	Amount.			No of teachers	Amount.			No of teachers	Amount.		
	Rs.	a	p		Rs.	a	p		Rs	a	p		Rs.	a	p.
Akola	1,000	0	0	38	433	4	0	12	233	0	0	50	666	4	0
Buldana	500	0	0	29	318	8	0	5	60	0	0	34	378	8	0
Basim .	400	0	0	36	450	13	4	4	59	0	0	40	509	13	4
Amraoti	1,000	0	0	62	955	0	0	18	286	8	0	80	1,241	8	0
Wun ..	400	0	0	16	195	0	0	1	20	0	0	17	215	0	0
Ellichpur	600	0	0	33	356	0	0	5	66	8	0	38	422	8	0
Total	3,900	0	0	214	2,708	9	4	45	725	0	0	259	3,433	9	4
Total for 1883-84 .	3,850	0	0	119	1,484	12	0	26	483	0	0	145	1,967	12	0

The bonus rules have worked a salutary change in our schools and have created a healthy emulation among the masters on lower pay. They were sanctioned experimentally for two years, and the period of their trial will soon expire when it will be my duty to submit proposals for their revision. These grants are awarded to teachers on small pay for satisfactory results of examinations, and it will be necessary to devise precautions in order that masters on higher salaries may not devolve their own work on their assistants and thus entitle them to a bonus. Most of the Deputy Inspectors are aware that the arrangement of classes ought to be made solely with a view to secure efficient teaching and that the object of granting these rewards is to encourage honest hard work, but what has happened in one or two places renders the above precaution necessary. Several other changes in the rules are wanted and they will be proposed at the proper time

Jail schools.

44. The number of convicts under instruction in the jails at Amraoti and Akola on the 31st March 1885 was 96 against 86 at the close of the preceding year. At Akola 14 prisoners passed out of 23 examined in the first three standards. One juvenile prisoner was examined in the fourth standard, but his progress was reported to be "not very satisfactory." In his inspection report the Deputy Educational Inspector said, "the adult students under standard III. were well up in their studies. Their pronunciation, however, was not good. They were not taught geography of Berar Those under standard II. did not show good progress. They did well in arithmetic, but could not read or write properly. Those under standard I. could read and write well. Some

of them have commenced to read the second book, but none could answer a question in multiplication tables. The rest of the prisoners were mere beginners. The studies upon the whole did not appear as satisfactory as they used to be before." No standards are followed in the Amraoti jail, and under the present circumstances any systematic introduction of a curriculum is reported to be impracticable. Last year all the four classes into which convicts were divided for the purposes of education were taught by their single teacher in one and the same hour. This arrangement was condemned by the Resident in his review of the last year's report and has been done away with. At present three of the convicts in the first class assist the paid master in the work of teaching. The progress of the prisoners is thus described by the Deputy Educational Inspector :—

"The first class could read some lessons from the Berar Third Book with more or less difficulty, and write to dictation a little. Five could work easy sums in multiplication. Out of the second class a few pupils could read and write a little from the Second Berar Book and work easy sums in addition. The lower two classes are composed of beginners, the most advanced having picked up some letters of the alphabet."

The inspecting officer adds the following remarks in which I concur :—

It will be seen from the above that the instruction, elementary as it is, does not amount to much, which, however, is better than nothing. Grown-up men generally of a lower status of society little accustomed to instruction are not likely to learn much or very fast either. Still what has been attempted under the circumstances has not been without its effect. A small portion of those who have attended the school have learned a little of reading, writing, and arithmetic, which in the after career of the prisoners might be turned to some account."

Schools aided by fixed monthly grants.

45. Public institutions under private management are, in Berar, divided into two classes: schools aided by fixed monthly grants, and those which receive result grants. The Bedar school, or the institution for low-castes at Akola, continues to be aided in both the ways. It receives a fixed grant of Rs. 10 a month from the municipality, and a grant from general revenues is awarded according to the results of the annual examination. On the 31st March last there were six schools (including the Bedar schools) which received fixed grants. One of these, *viz.*, the Marathi girls' school at Murtazapur, has been converted into a Government school since the 1st April 1885, because its patrons expressed a wish to withdraw their support. When their application was received, there were only two alternatives before us, either to allow it to expire, or to take it under Government management. Under the circumstances the Resident directed that the latter course should be adopted in the case of this institution as well as in that of the Mahomedan school for boys at Argaum which had been re-opened as an aided institution in the early part of the year. Out of the eight schools of this class which existed on the 31st March 1884, the Christian school at Akola and the school at Chikalgaon in the same district have been closed. The statistics of the six schools existing at the close of the year under report are given below :—

No.	Description of schools.	No. on roll on 31st March.	Average No. on rolls monthly	Average daily attendance.	Sanctioned monthly grant.			No. of pupils passed in the primary standards.
					Rs.	a.	p.	
1	Akola Marathi girls' school ...	35	29	16	12	8	0	8
2	Hatroon (Akola District) Marathi boys' school	14	17	11	5	3	4	6
3	Buldana Mission school	25	25	16	10	0	0	4
4	Amraoti do	98	77	57	30	0	0	33
5	Murtazapur Marathi girls' school ..	29	29	19	6	4	0	12
6	Akola Bedar school	46	46	29	10	0	0	17
	Total ..	247	223	148	73	15	4	80

The girls' schools at Akola and Murtazapur have improved as regards attendance and continue in other respects to be in a fairly satisfactory state. The school at Hatroon receives great assistance from Himmatrao Deshmukh and is reported to be in a good condition. The Mission school at Amraoti has greatly improved during the year both as regards attendance and progress. The former has risen from 59 to 98, and the number of passes from 15 to 33. The Buldana Mission school has also slightly improved, the attendance having increased from 19 to 25, and the third standard having been added to the course of study which previously extended up to the second standard only. These institutions, though not as efficient as Government schools of the same class, serve the purposes of special schools for low-caste pupils. It is to be regretted that the Akola Bedar school has fallen off in every respect. It is encouraged in every possible way, and, as stated above, receives both kinds of grants. It has been under the management of the municipality for more than a year, and its interests are looked after by the Principal of the Training College. It is hoped that it will soon regain its former state.

Indigenous schools.

46. The following statement shows the number of indigenous schools, pupils examined in them, and the grants earned by their masters during the year under report:—

District.	No. of indigenous schools on 31st March 1885.	No. of indigenous schools inspected and examined during 1884-85.	No. of pupils examined.	No. of schools which earned grants and prizes during 1884-85.				No. of pupils under each standard who earned grants-in aid.						Amount of grant earned.			
				No. of indigenous schools which earned proficiency and capitation grants including prizes.	No. of indigenous schools which earned proficiency grants and prizes and capitation grants.	No. of schools which received prizes only.	Total.	I.	II.	III.	IV.	V.	Total	Proficiency.	Capitation.	Prizes.	Total.
														Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola ...	96	74	846	39	23	9	71	290	171	70	29	..	566	901 9 0	421 8 0	117 1 3	1,440 2 3
Buldana	65	41	337	16	17	4	37	133	49	26	10	..	218	297 1 0	150 0 0	40 11 0	487 12 0
Basim ...	44	36	342	8	13	9	30	77	35	17	6	1	136	212 6 0	80 0 0	30 12 0	332 2 0
Amraoti ...	54	82	570	16	24	4	46	158	115	21	10	...	304	586 2 0	217 0 0	59 2 6	862 4 6
Wun ...	20	28	242	4	12	4	20	46	40	15	5	2	108	167 0 0	42 0 0	17 13 9	226 13 9
Ellichpur ...	37	51	398	18	17	9	44	86	78	43	15	...	222	346 7 0	177 8 0	76 5 9	600 4 9
Total	316	312	2,735	103	106	39	248	790	488	198	75	3	1,554	2,510 9 0	1,097 0 0	341 14 3	3,949 7 3
Total for 1883-84 ...	275	270	2,197	80	88	58	226	683	489	252	44	...	1,468	2,258 7 0	840 0 0	307 13 9	3,406 4 9

The number of schools, the number of pupils for whom grants were earned, and the amounts of the grants have all increased. Prizes are awarded to most of the schools including those which fail to gain a grant of any kind. The number of schools receiving only prizes has fallen off, and the number of those which have won some grant has increased. The inspecting officers report that incompetent masters are being gradually superseded by men trained in our schools, and that the indigenous institutions are steadily improving in efficiency. The Deputy Commissioners generally anticipate a larger development of these institutions by means of the revised rules which came into operation at the close of the year. It must, however, be confessed that although the indigenous schools are improving, their decided inferiority to the State schools, which must remain as long as competent masters prefer the stability of Government service to the uncertain tenure of an indigenous mastership, is recognized both by the district officers and the people. This is evident from the following extract from the report of the Deputy Commissioner of the Ellichpur District :—

"Though it is extremely desirable that private enterprise, fit for the duty, should find the coast clear and to its advantage to share with the Government the difficult task

of bringing education home to the people, and though our policy is to encourage everything that even pretends to be of the kind, I have no hesitation in saying, that nothing really fit as yet comes into competition with our Government institutions; and that the so-called indigenous and private schools present very poor stuff in the shape of education. The 'Koran' schools pure and simple are schools for the encouragement of religious bigotry and class *hate*. The sooner, therefore, they die out the better. That the people themselves to some extent agree with me in this estimate of the value of indigenous education, *vide* the fact that 14 villages possessing indigenous schools ask for Government ones."

Several indigenous schools are reported to have been closed on account of large arrears of fees being irrecoverable, and it is even stated that some people deduct the amount of grants awarded to the masters by Government from the fees which they owe to them. For these reasons it is very difficult to induce competent masters to start private schools. Every endeavour is, however, made towards securing that end. The revision of the rules will considerably improve the position of private schoolmasters; and in the opening of new Government schools, on the other hand, it is intended to appoint masters on as low a salary as is consistent with efficiency, in order that the difference between the positions of the masters of Government and private schools may be as little as possible. Other things being equal, candidates for schoolmasterships naturally prefer appointments under Government on account of their greater stability and permanence, and I need not say that when these appointments are more valuable than is absolutely necessary for securing due efficiency, the difficulty of inducing candidates to set up as private schoolmasters is greatly intensified.

Grants earned under the old and new rules.

47. The difference between the rates at which grants are awarded under the old and new rules is shown below:—

Standard.	Proficiency grant per pupil.		Capitation grant per pupil of average attendance.	
	Old Rules.	New Rules.	Old Rules.	New Rules.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
I.	1 0 0	1 8 0	0 8 0	0 12 0
II.	2 0 0	3 0 0		
III.	3 0 0	4 8 0		
IV.	4 0 0	6 0 0		

Besides the increase of 50 per cent. in the proficiency and capitation grants shown in the table, the following rules enable the Department to award additional grants:—

"IX.—Masters who are not able to present children for proficiency grants, but who can show an average attendance of twelve children and who are willing

(1.) to submit to annual examinations;

(2.) to make such simple annual returns as the Inspector may call for;

(3.) to give up any bad practices which may be pointed out, and are favourably reported of,

shall receive a yearly present according to the improvement made of from Rs. 20 to Rs. 60. The Inspector may also give a special grant of one rupee per mensem, if the daily attendance is properly recorded.

"X.—The Inspector may recommend a special grant for gymnastics or drill, not to exceed Rs. 12."

Physical education.

48. Taste for physical education seems to be spreading throughout the province; and the number of gymnasia has increased from 160 to 188 during the year. I have obtained the Resident's sanction to the entertainment of additional gymnastic teachers in all the districts. When the orders are carried out, Akola and Amraoti will have two additional teachers each, and each of the other districts will have one more teacher. The present teachers in the two larger districts will be employed only in the head-quarters. There are 82 play grounds in Akola, but in the Amraoti District there are gymnasia only in 24 schools, and the Deputy Educational Inspector did not allow more to be opened for want of a sufficient provision for teaching. In the Akola District there appears to have been too much waste of energy and travelling. Out of the 82 gymnasia 25 were visited twice by the district gymnast and the rest once, and he travelled 1,154 miles. I said in my last year's Report that in the case of the gymnastic teacher the quantity of useful work performed in each school is in inverse ratio to the number of miles travelled by him. Consequently the work of the teacher at Akola was most unsatisfactory. He halted at each place for less than two days on an average, and it was of course not possible for him to do much work. The Deputy Inspector says:—"In his (the gymnastic teacher's) absence the work is either at a stand-still or looked after by a senior assistant. This arrangement is far from satisfactory, inasmuch as what the gymnast teaches at his first visit is almost forgotten long before he pays his second visit to that school next year." When the additional teachers are appointed, I will see that the work is properly distributed, and that the energy of the teachers is well directed. The Basim gymnast was allowed to remain too long at head-quarters, and I concur in the Deputy Commissioner's opinion that "private troubles" should not have been allowed to interfere with his public duties. All the other teachers seem to have worked fairly.

Employment under Government.

49. Employment under Government is not now obtained in Berar unless the candidate produces a certificate of his having passed the sixth standard. The Deputy Commissioners are very strict in carrying out the orders contained in Book Circular No. IX. of 1882, and do not allow even Oomedwars who have not passed the test to work in their offices. I beg leave to quote again an extract from the Report of Colonel Menzies on this subject:—

"There is the usual tacit opposition to a reform of this kind, but firmness overcomes it in the end. I have cleared off the shoals of badly educated men who, in the guise of 'Oomedwars,' infested the offices, and thus made out a claim for permanent employment to the detriment of the interests of the public service."

Two candidates passed an examination in standard VI. at Akola, and obtained certificates under Rule III. of the Book Circular above cited. Besides these six men obtained extracts from the records of my office showing that they had formerly passed the standard in the high schools, and 40 took similar extracts from the register of the Amraoti High School. Eighty-three of the students of our schools obtained employment during the year; 57 of these obtained service in the Educational Department, 13 in the Revenue Department, 4 in the Police, 1 in the Judicial Department, 1 in the Postal Department, 1 in the Medical Department, and the rest became private servants. The salaries of these men varied from Rs. 6 to Rs. 25. In the total number above shown students of the Training College have not been included.

Educational test for village officials.

50. In obedience to the orders of the Government of India and the Resident, I have submitted for the sanction of the Local Administration rules requiring a knowledge of certain standards of instruction from candidates for the offices

of patel and patwari. The Deputy Commissioners have generally approved of these rules, which are as follows :—

"(1). No candidate for appointment as a village patel shall, if on the 1st April 1885 he shall not have attained the age of 10 years, receive such an appointment unless he shall produce a certificate proving that he has passed an examination in the 4th vernacular standard prescribed for Government Marathi schools."

"(2). No candidate for office as a village patwari, whose age shall not have been 10 years on the 1st April 1885, will be appointed unless he shall produce a certificate proving him to have passed an examination in the 5th standard (excluding English) prescribed for Government Marathi schools."

In connection with this subject the Deputy Commissioner of Buldana writes :—

"For my own part I do not see why, if we are to indulge members of watan families with office as patels in rotation, allowing them to treat a Government appointment as if it was an ancestrally acquired field, in which all sons and their cousins claim a share, we should not once for all make a knowledge of the three R's an essential qualification in a candidate for office as a patel. Till we collect all youthful patels into our educational fold, there is little chance of our filling our schools with the sons of cess payers. At present in middle schools we find one boy in about sixteen a kunbi, in primary schools about one in four."

Classification of pupils by race or creed.

51. The classification of pupils in Government schools according to race or creed is shown in the following statement :—

Schools.	Christians.		Hindus.										Musalmans.		Parsees.		Others.		Total.
			Brahmins.		Kunbies.		Low castes.		Other Hindus.		Total.								
	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	
High Schools for boys ..	.	...	195	73·3	25	9·4	2	·8	37	13·9	259	97·4	7	2·6	.	..	..	.	266
Middle schools for boys ...	14	·2	1,807	34·8	529	10·2	103	2	2,174	41·9	4,613	88·9	549	10 6	12	·2	...	..	5,188
Primary— For boys ...	9	·03	2,621	10	7,783	29·6	797	3·03	10,750	40·9	21,951	83·5	4,329	16·5	4	·015	..	..	26,293
For girls ..	5	·66	173	23·4	93	12·4	1	·1	358	47·7	625	83·2	121	16·1	...	...	...	...	751
Total ...	28	·08	4,796	14·8	8,430	25·9	903	2·8	13,319	41	27,448	84·5	5,006	15·4	16	·05	...	...	32,498
Total for 1883-84 ..	11	·03	4,398	15·2	7,469	25·9	677	2·3	11,985	41·4	24,509	84·9	4,340	15·03	15	·04		.	28,875
Total for 1882-83 ..	24	·08	4,261	14·8	7,707	26·8	646	2·2	11,997	41·7	24,591	85·6	4,099	14·3	20	·08	...	..	28,734
Total for 1881-82 .	32	·1	4,159	14·4	8,106	28·06	556	1·9	11,977	41·5	24,818	85·9	4,007	13·8	20	·07	.	..	28,877
Total for 1880-81...	28	·1	3,969	15·1	7,309	27·8	448	1·7	10,900	41·5	22,626	86·2	3,570	13 6	11	·04	21	·08	26,256

The figures speak for themselves, and there is an increase in the number of pupils of every race. It will be observed that out of the pupils attending our schools nearly 26 per cent. are kunbis, the chief agricultural caste; less than 15 per cent are Brahmins, and more than 15 per cent. are Mahomedans. The "other Hindus" (who include agriculturists as well as people following other professions) form 41 per cent. of the school population.

Professions of the parents or guardians of pupils.

52. The following table shows the professions of the parents or guardians of pupils attending Government schools :—

Schools.	Agriculturists.	Non-agriculturists.				Total.
		Government servants.	Merchants.	Others.	Total.	
High schools	84	92	18	72	182	266
Middle schools	1,032	1,350	1,041	1,765	4,156	5,188
Primary schools ... Boys...	10,751	2,736	4,869	7,937	15,542	26,293
Primary schools ... Girls...	131	160	134	326	620	751
Total ...	11,998	4,338	6,062	10,100	20,500	32,498

Under agriculturists are included all those who own lands and pay the educational cess. It will be seen that cess payers are represented in all the classes of schools, and form nearly 37 per cent. of the pupils attending the State schools. 31 per cent. of the pupils attending the high schools belong to this class, and their percentage in the primary schools for boys is 41.

Income of the parents or guardians of pupils.

53. I give below a table showing the income of the parents or guardians of pupils in Government schools:—

Class of school.	Richer classes (with an income of Rs. 5,000 a year and upwards.)	Percentage.	Middle classes.	Percentage	Poorer classes (income of Rs. 200 a year and under.)	Percentage.	Total.
High schools ...	15	5·6	156	58·6	95	35·7	266
Middle schools ...	154	3	1,603	30·9	3,431	66·1	5,188
Primary schools. Boys ...	447	1·7	6,715	25·5	19,131	72·8	26,293
Primary schools. Girls ..	11	1·5	210	27·9	530	70·6	751
Total ...	627	1·9	8,684	26·7	23,187	71·3	32,498

It will be observed that richer classes make a very poor appearance on the rolls of our schools. As usual the middle classes predominate in the high schools, and the poorer classes in the middle and primary schools.

School-houses.

54. From the statement given in paragraph 12, it will be observed that a sum of Rs. 51,821-10-10 was spent during the year on the construction of school-houses:— Rs. 4,094-9-4 from general revenues, and Rs. 47,727-1-6 from the educational cess. The following table shows the number of school-houses which have been completed, as well as those which were under construction during the year, and the total expenditure incurred in each district:—

District.	Number of schools. Completed.	Number of schools. Under construction.	Cost (including additions and alterations to existing buildings.) Rs. a. p.
Akola	1	11	14,557 8 0
Buldana	2	3	7,189 6 1
Basim	3	2	4,698 9 8
Amraoti	9	12	7,674 5 1
Wun	4	3	6,828 0 10
Ellichpur	1	8	10,873 13 2
Total ...	20	39	51,821 10 10

Accommodation for primary schools.

I stated in my last year's Report that the sanctioned *dhaba* plan was somewhat too expensive for an ordinary village school, and the roof is now declared to be unsuitable in at least two of the districts. The Deputy Commissioner of Wun says:—

"I must emphatically record my disapproval of dhaba roofs generally for this district. Unfortunately dhaba roofs are specified in the standard plans, although district officers declared them to be objectionable; the initial cost is great, the subsequent cost in repairs is endless, for they cannot be made to keep out the rain, and when that comes in the roof becomes too heavy, the walls give way, and a ruin is the result. These roofs cannot stand the eight months dry and at some times intense heat followed by the heavy rainfall in the monsoon."

The Deputy Commissioner of Basim seems to be of the same opinion. 113 school-houses are reported to be required for the schools that exist at present,

but as it will be impossible for Government to construct buildings for all the schools that may hereafter be called into existence, no new schools are, as a rule, allowed to be opened, unless the people have provided adequate accommodation. It is also undesirable to build expensive school-houses in small villages, as it is not quite certain that schools in them will live for any length of time. A cheap building not costing more than three hundred rupees will, I think, meet the wants of small schools. At the request of the Deputy Commissioner of the Amraoti District, the Local Fund Engineer has prepared a plan for a small school-house costing about Rs. 200, and it may be stated that in my last tour I saw a building constructed by a village patel in the Buldana district, at a cost of about Rs. 230, which is very strong and did not leak in the last wet season in which the rainfall was excessive.

Buildings for secondary schools.

55. The attendance in most of the secondary schools has outgrown the buildings which were originally constructed for them, and a large expenditure will have to be incurred in extending them. As stated before, the plan and estimate of additions to the Amraoti High School have been approved, but the question of funds is under consideration. In the Anglo-vernacular school at Ellichpur Cantonment there is no proper accommodation for 100 of the boys, and they have to sit in a narrow verandah. Plans for the middle schools at Akola and Amraoti are under preparation. At Wun a new building, constructed at a considerable cost, was made over to the department during the year; but no sooner was it occupied than it was reported to be insufficient and unsuitable. Additional accommodation is also required at Yeotmal, Murtazapur, and Mehkar; and sooner or later it will be necessary to extend the buildings. The annual grant of Rs. 8,000 from Public Works budget is found to be far too insufficient for our present wants. For some years after the organization of the department this grant was as large as Rs. 25,000, but when all the large school-houses which were then wanted were constructed, the amount could not be spent, and consequently the grant was reduced. Now that the increase in attendance everywhere has made the buildings previously constructed unsuitable, it is hoped that the department will get a larger grant at least for a few years to come.

During the year under report the Resident was pleased to sanction the adoption of a simplified procedure in regard to the disposal of questions connected with applications for grants and sanctions to estimates for the construction of school-houses or additions thereto. In April 1884 I pointed out the great inconvenience and delay arising from the former procedure, which compelled the Director to apply for and obtain the sanction of the Resident in the Public Works Department to every estimate for a building *before* submitting an application for funds, and asked for permission to submit such applications in anticipation of the sanction to plans and estimates. A Book Circular was then issued cancelling the former procedure and authorizing the Director to submit estimates and application for funds at one and the same time. I need not add that the new procedure saves much time and facilitates the early construction of school-houses wherever they are required.

Repairs.

56. Repairs to school-houses were executed during the year at a cost of Rs. 12,504-12-5, against Rs. 11,566-4-9 in 1883-84, Rs. 2,097-0-4 being spent from general revenues, and Rs. 10,407-12-1 from the educational cess. As usual the work was mostly performed by schoolmasters, committees, or both conjointly; but repairs to some of the Anglo-vernacular schools in the Akola District were carried out by the Local Fund Engineer. The Deputy Commissioner of Basim says:—

"Repairs to schools have been mainly done by the masters This must surely interfere with their legitimate duties. For example, the Head Master of Mangrul, see paragraph 21 of Deputy Educational Inspector's Report, had to entirely neglect his duties to carry out the repair to the school building. Repairs may or may not be done cheaper and

better by this system, but there can be no doubt that education suffers by masters being turned into maistries."

It would certainly be very convenient to the department if repairs to all the schools in the province could be executed through other agencies; but this is found to be impracticable in many places. The Local Fund Department cannot be expected to do this work in every village, and the patels and committees in some places do not take much interest in it; and when they are induced to do it, it is done too slowly and not in time. Even when the master does the work he requires the assistance of the patel in procuring materials, labour, &c., and on some occasions this is not given unless the Tahsildar issues peremptory orders at the request of the Deputy Educational Inspector. I may add that it is seldom that a master puts forward the necessity of doing this work as an excuse for neglecting his proper duties.

School libraries and apparatus.

57. The books supplied to the libraries of all the classes of Government schools during the year under report were as follows:—

Schools.	No. of volumes.	Price. Rs.	a.	p.
Secondary schools	70	446	8	0
Primary schools	1,117	562	14	6
Training College	9	64	12	0
Total ...	1,196	1,074	2	6
Total for 1883-84 ...	2,645	2,361	14	9

Middle class schools were supplied with a large number of books in 1883-84, and hence the decrease. Hindustani schools were for the first time supplied with useful Urdu books at a total cost of Rs. 293-14-6 during the year under report. Marathi and Urdu agricultural magazines named *Shetkari* and *Fanoon* respectively were also supplied to the more important schools. Maps worth Rs. 971-4-0 and furniture (including matting) of the value of Rs. 7,633-7-9 were purchased for the use of the schools. The masters and committees in many places continue to take delight in laying out gardens, and keeping them in a good condition in all the seasons of the year.

V.—School Education, Special.

Training College.

58. The Training College at Akola continues to be the only institution for special education in the province. Its statistics for the last three years are given below:—

Years.	No. of students at the end of the year. Marathi side. Stipendiary.	Marathi side. Free.	Hindustani side. Stipendiary.	Hindustani side. Free.	Total.	Average No. of students on roll during the year. Marathi side.	Hindustani side.	Total.	No. of students examined and passed in the 1st year's course and certificate examinations. 1st year's course. Examined. Marathi side.	Hindustani side.	Total.	Passed. Marathi side.	Hindustani side.	Total.	Certificate examination. Examined. Marathi side.	Hindustani side.	Total.	Passed. Marathi side.	Hindustani side.	Total.	No. of students who obtained employment. Marathi side.	Hindustani side.	Total.
1882-83	56	1	15	1	73	59	14	73	33	8	41	28	7	35	27	5	32	5	3	8	19	5	24
1883-84	44	3	15		62	51	15	66	28	9	37	24	5	29	20	6	26	10	4	14	14	5	19
1884-85	59		15	..	74	54	14	68	29	8	37	8	8	16	22	5	27	17	4	21	13	4	17

On the whole the state of the college has much improved during the year. The number of scholars on the roll has risen from 62 to 74, and the number of men who passed the certificate examination from 14 to 21. The average number on the roll monthly has only slightly increased, because the new entrance candidates joined the college two or three months before the close of the year. The small decrease (from 19 to 17) in the number of students who obtained employment is nominal, as the number 17 shows only those appointments which were made before the 31st March. Eleven more students, including those who had failed to pass the certificate examination, were employed as schoolmasters before the end of April, and consequently the number of men sent out has virtually increased from 19 to 28. Usually all the students available in the college are employed within two or three months after the annual examination of the institution; or before the end of January; but this year a few men remained unemployed at the end of March. As temporary appointments and places on Rs. 10 a month (which are open to the passed students of the Training College) were filled up by the District authorities without any reference to the Director, I issued in March last a Circular to the Deputy Inspectors directing them not to make or recommend any such appointments without previously ascertaining whether men were available in the Training College. In consequence of this circular all the men who had gone through the final course were employed before the end of April. Of the 28 students employed this year, the 21 certificated men were appointed on salaries varying from Rs. 10 to 15. Of the others one was nominated to a place of Rs. 10, and the rest were appointed assistants on Rs. 8 or 6.

On account of the bad material of the last year the result of the examination in the first year's course on the Marathi side was below the mark, as only 8 men passed out of 29. On the Hindustani side the result was very satisfactory, all the 8 men who were examined having passed the test. The teachers, on the whole, taught their classes with care, and the work of the Principal was especially satisfactory.

Examination for entrance into the Training College.

59. The entrance examination was held this year on the 3rd November 1884, and the candidates for the Marathi exhibitions were for the first time tested in the fourth standard instead of in the fifth. The Mahomedan candidates having always been examined in the fourth standard there has been no change on the Urdu side.

The lowering of the standard in the Marathi examination resulted in a large increase in the number of candidates, and 179 men appeared for the examination, against 56 in 1883-84. Many of them, however, were too young or otherwise unfit to be sent for this examination. Boys in primary schools are examined by the Inspecting officers *viva voce*, and therefore a large number of the candidates were not accustomed to an examination by means of written questions. Many of the candidates, however, had studied the fifth (and some even the sixth) standard, and the selected men were not, it is believed, inferior in attainments to their predecessors. All the exhibitions in the first year's class on each side of the college were filled up after the examination.

As I said in my last year's Report the lowering of the entrance standard is not likely to cause any diminution in the efficiency of the Training College. Although the fifth was formerly the entrance standard, the same was studied by the pupils in the first year after their admission. As the new candidates, having been selected from a large number, are picked men, it will be a waste of time to teach them the fourth standard over again, and the fifth standard will continue to form the first year's course of the college.

The number of candidates from each district.

60. The number of candidates at the last entrance examination of the college and that of passes from all the districts are given below:—

District.	Number examined.			Number passed.			Number of those that joined.		
	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.
Akola ..	71	5	76	19	5	24	19	5	24
Buldana ...	17	1	18	3	1	4	3	1	4
Basim ...	26	2	28	...	1	1	...	1	1
Amraoti	21	2	23	2	2	4	2	1	3
Wun ..	26	...	26	7	..	7	5	...	5
Ellichpur ...	18	4	22	3	...	3	3	...	3
Total ..	179	14	193	34	9	43	32	8	40

Akola, as usual, sent the largest number of successful candidates. It is singular that of the other five districts Wun should send the greatest number of candidates for the Marathi branch, and that all the 26 men from the Basim District should utterly fail at the examination.

Boarding-houses attached to the Training College.

61. A boarding and lodging-house for Mahomedan pupils of the Training College was opened on the 19th March. Hitherto there was a boarding establishment for only the Hindu students, and there was no accommodation for Mahomedans. When the offices were moved into another building (*vide* para. 33) the rooms in the educational block of the barracks formerly occupied by my office were made over to the Principal in order to enable him to lodge his Hindu and Mahomedan pupils comfortably. An out-house in the compound of the building in which the offices are now located is used as the Mahomedan cooking room. At first there were eight boarders, and the number has now increased to 11, four of the students being allowed to live in the town. For the 13 days that the establishment existed in the last month of the year, the average cost was one rupee per pupil.

The following account of the Hindu boarding-house is extracted from the Principal's Report :—

"The average number of inmates in the Hindu boarding-house during the year under report was 53, and that on the 31st March 54. * * The total receipts during the year amounted to Rs. 2,075-15-7, and the total expenditure to Rs. 2,055-2-0, thus leaving a balance of Rs. 20-13-7 by the end of the year. * * * The average monthly charge that each boarder was required to pay during the year was Rs. 4-3-9, against Rs. 5-1-8 of the previous year, and this decrease is to be attributed to the establishment and dining expenses being distributed over a larger number of inmates in the boarding-house during this year than during 1883-84, when the average number on roll was 38 only."

Additional facilities for training teachers.

62. It has become clear that very few students from districts other than Akola can be induced to join the Training College. It is also evident that the number of trained men in the college available for employment is too small to meet the growing demands of all the districts. All men—certificated and uncertificated—are employed by the end of April at the latest, and for five or six months in the year untrained men have to be appointed to vacancies. With a view to supplying this want to some extent, the Resident has been pleased to sanction the entertainment of five pupil-teachers on Rs. 4 each per mensem in a selected school in each of all the districts, except Akola, with effect from the first June current. The following extract from the instructions issued to the Deputy Educational Inspectors will show how the scheme is to be worked out :—

"The candidates must have passed the fourth standard and must be above 17 and below 24 years of age, and they must be *bona fide* natives of Berar. These pupil-teachers shall be trained as teachers in the school in which they are entertained; that is to say, they shall be taught the subjects of the first year's course of the Training College (*vide* pages 17 and 18 of the Educational Manual) and practised in the art of teaching. They should be asked to assist in the teaching of the lower classes under the superintendence of their teacher.

"These pupil-teachers shall be examined every year in October in the subjects of the first year's course of the Training College, and their teacher will be considered entitled to a bonus of Rs. 25 for each pupil-teacher who will succeed in passing the test, provided the Director of Public Instruction is satisfied that instruction in the subjects of the course has been wholly imparted by the teacher concerned. The passed pupil-teachers will be considered entitled to vernacular masterships on eight or ten rupees *per mensem*. Any other candidates for lower masterships may offer themselves to be examined at the same time. As no candidates will probably be prepared for the examination before October next, the first examination of the kind will be held in October 1886."

Drawing.

63. Drawing continues to be taught in the high schools and the Training College. In the high schools all the classes except the first study the subject; and at the annual examination it appeared that five of the eight prizes were won by Amraoti and three by Akola. Three boys from the Amraoti school appeared for the 1st grade examination of the Bombay School of Art this year, and all of them passed in model drawing and practical geometry, and one in free-hand drawing. The Head Master of the Akola High School says, "somehow or other the boys do not seem to take very kindly to this art, but improvement may be perceptible by and bye." Out of 56 pupils examined in the subject in the Training College 33 passed the test.

Industrial school.

64. The Government of India have been pleased to invite proposals for starting a good industrial school in Berar, and I will shortly address you on the subject in a separate communication.

VI.—Female Education

Government schools for girls.

65. The following statement gives all the necessary information regarding the Government female schools in the province:—

District.	No of schools on 31st March		No. of scholars on 31st March.		Average No on roll during		Average daily at tendance.		Fees collected during		Expenditure	No. passed in standard					Annual cost of educating each pupil
	1884.	1885.	1884.	1885.	1883-84	1884 85	1883-84	1884-85	1883-84.	1884-85.		I.	II.	III.	IV.	Total	
									Rs. a. p	Rs. a. p.	Rs. a. p.						Rs. a. p.
Akola	1	7	25	167	25	73	12	41	4 6 9	12 2 0	381 14 7	39	9	3		51	5 3 8
Buldana	3	7	117	218	113	146	68	96	18 0 3	31 13 9	1,526 6 2	25	6	7	2	40	10 7 3
Basim	1	1	23	22	24	23	11	9	4 4 3	4 3 6	214 9 10	1				1	9 12 1
Amraoti	2	6	63	237	53	118	33	90	8 14 6	20 6 0	892 11 4	16	13	2	1	32	7 9 0
Wun	1	1	36	*32	32	33	22	18	2 4 3	7 12 6	195 9 0	5	5			10	5 14 9
Ellichpur.	2	2	46	75	54	66	35	47	7 12 9	9 9 3	613 10 9	8	3	2		13	9 4 9
Total	10	24	310	751	301	458	181	301	45 10 9	85 15 0	3,824 13 8	94	36	14	3	147	8 5 7
										Total for 1883-85 ..	2,803 11 8	42	16	12	8	78	9 5 0

* Includes two boys.

Although the state of female education in Berar is far below what it ought to be, it has made a great advance during the year under report. The number of Government schools has apparently risen from 10 to 24, but it will be seen from paragraph 77 of my last Report that five classes for girls were attached to boys' schools in 1883-84 and were not shown separately in the returns for that year. These have been converted into independent schools during 1884-85, and therefore for the purposes of comparison the number of schools at the close of the previous year may be considered to be 15. Thus it will be seen that in reality nine new schools have been opened during the year. While, however, the number of Government female schools has really increased by 60 per cent., the attendance has risen from 428 (including 118 in the five girls' classes) to 751, or by 75 per cent. It will also be observed that instruction in these institutions continues to be imparted up to the 4th standard, that the number of passes has nearly doubled itself, and that on the other hand the annual cost of educating each pupil has decreased by about a rupee.

It will be noticed that it is only in Amraoti, Akola, and Buldana Districts that the numbers of female schools and pupils have increased. The

number of schools in Ellichpur remains the same; but the attendance has considerably risen, while at each of the head-quarters of Basim and Wun there is one school in which the attendance has slightly fallen off.

Aided and private schools.

66. Out of the five aided schools the institutions at Akola and Murtazapur have, as stated before, improved as regards attendance. The building for the Akola school, which has been under construction for a long time, is near completion. The 5th standard is taught in it, and I am glad to state that some educated gentlemen (whose daughters attend the institution) spend a portion of their time "in actually teaching the girls and in pointing out defects in the master's mode of imparting instruction." This example, I need not say, can be advantageously followed by the educated gentlemen of other towns. The number of passes in the Murtazapur school has increased, and the instruction imparted is practical and useful. The Mission school at Basim continues to be under the management of American ladies, and is attended by Native Christian girls. It teaches up to the 5th standard, and the grant earned by it during the year was Rs. 87-8-0, against Rs. 59-12-0 in 1883-84. In this school the girls are older than in our Hindu and Mahomedan schools, and the pupils are not only taught to read and write, but also to sew. The schools at Akot and Belkhed, patronized by Mr Gabusing of Akot (*vide* paragraph 11) were opened a few months before the close of the year, and were attended by 42 and 26 pupils respectively.

The present state of female education.

67. The existing state of female education in the province is shown in the following table:—

Institutions.	No. of institutions.	No. of pupils attending			No. of passes in standards				
		Female schools.	Boys' schools.	Total.	I.	II.	III.	IV.	Total.
Government schools .. .	24	*749	152	901	94	36	14	3	147
Aided schools	5	162	9	171	13	10	2	...	25
Private schools	1	5	11	16	...	..	...	...	...
Total ...	30	916	172	1,088	107	46	16	3	172
Total for 1883-84 ...	20	525	161	686	61	21	15	12	109

* Excluding two boys attending the Yeotmal girls' school.

The above figures speak for themselves. As far as attendance is concerned, there is a decided improvement. The number of passes in all the classes of the girls' schools has also increased, but the number of pupils who passed the fourth or the highest standard of the primary course, small as it was in 1883-84, was smaller in the year under report. This shows that though much has been done, there is still great room for improvement. Two things are certain, *viz*, that girls cannot be expected to make adequate progress unless they study sufficiently long in the schools, and that pupils of an advanced age cannot reasonably be expected to attend unless the schools are placed under female teachers. Mr. Nicholetts, the officiating Deputy Commissioner of Akola, writes:—

The increase in female schools and scholars is most satisfactory, as it shows that people are less mistrustful than they used to be, and see what is for their advantage. If female teachers were invariably appointed, and a lady inspector nominated, the increase would be much greater. A native educated lady would be a great success. Surely they are procurable, as female schools are mostly in large towns. She could easily do the inspection work."

I fear the time is far distant when we shall be in a position to employ a lady inspector; but one or two female teachers might tentatively be introduced

into Berar. The Department, however, cannot commence the experiment unless it is sure that the municipalities and the Government native officers in other departments who are in a position to influence public opinion, will heartily co-operate with it in order to make it a success. Some time ago the Deputy Commissioner of Amraoti was asked to favour me with his opinion as to whether the girls' school at the head-quarters of the province could be placed under a female teacher with advantage. The reply was in the negative, but the times now seem to be more favourable. The municipality have taken the schools under their management, the town has three female schools instead of one, and the attendance of girls has increased from 36 to 131. I therefore hope that it will soon be practicable to put one of the schools at least under female management. When the school at Akola is removed into the new building, the Deputy Commissioner and the municipality will be consulted as to the desirability of placing the institution under a trained schoolmistress.

It may be mentioned here that a girls' school in Berar* was once under female teachers; but the institution, for some reason or other, became extremely unpopular, and most of the girls having left the school, it was necessary to replace the schoolmistresses by a male teacher under whom it has begun to revive. For these reasons it is necessary to proceed with great caution if the experiment is to be repeated, as another failure may throw back the cause for many years instead of advancing it. It must be stated that the collapse of the Anjangaon school under the schoolmistresses was by no means due to incompetence on their part. As long as the institution was well attended it was satisfactorily taught; and when the services of the head mistress were dispensed with, she started a private *boys'* school, which she has conducted with considerable ability and success. This school receives a grant-in-aid, and unlike the generality of the aided institutions in the province, it is conducted exactly on the model of a Government school. We have thus a remarkable spectacle of a native woman managing successfully a school for boys in a province which is not yet sufficiently advanced to have female teachers even for girls' schools.

*At Anjangaon in the Ellichpur District.

VII.—Education of Special Classes.

(a.) Europeans and Eurasians.

68. The only school for the children of Europeans and Eurasians which existed at Akola in the beginning of the year ceased to receive the Government grant in August last. It contained on the 31st March 1884 fifteen children; but as the Eurasian community in the town is very small, even this number could not be kept up, and it dwindled into three before the end of August. A school has, however, been lately opened at Buldana. It has twelve children on its roll, and is taught by a matriculated native Christian and his wife. The Deputy Commissioner thus describes this institution:—

"The Buldana Eurasian school is, though termed elementary, doing good service, as it gives education to the children of the office subordinates, who but for it would be running wild about the station. It is supported by the Church of England Mission Society, and by subscriptions locally collected. The Master, Mr. Goray, gives satisfaction to the parents, and Honorary Surgeon Menasse takes great interest in the school and looks after its welfare."

An application to have the school registered is expected, and when it is received I shall be happy to recommend it for your favourable consideration.

(b.) Mahomedans.

69. The most important measure for the encouragement of Mahomedan education taken during the year was the establishment of the two Anglo-Hindustani schools referred to more than once in this Report. Formerly the Mahomedan teacher in each of the high schools had to impart instruction in all the subjects to boys under standards VI. and V., and to teach the pupils in all

the standards of the upper secondary course, Urdu and Persian. Though each teacher had not a very large number of boys under him, and the number in the high school standards was extremely small, this work was too much to be performed efficiently by one teacher. When boys under the middle course were transferred to the new Anglo-Hindustani schools it was not considered necessary to keep Mahomedan teachers in both the high schools, as the number studying Urdu and Persian under the standards of the upper secondary course in the two institutions was only 15—13 at Amraoti and 2 at Akola. Under the circumstances it was decided to have a Mahomedan teacher in the Amraoti High School only. In each of the Anglo-Hindustani schools a master on Rs 20 a month was appointed to teach Marathi, the official vernacular of the province. The whole change involved a net additional expenditure to the State of Rs. 140 *per mensem*, and was carried out in September last. Three intelligent and educated Mahomedan members have been added to the Text Book Committee, and a Sub-Committee consisting of these gentlemen has been appointed to revise the curriculum of the Hindustani schools and the text books used in them. The exemption of ten per cent. of Mahomedan students attending the primary schools from the payment of fees and the permission granted to poor and promising Mussulman pupils in the secondary schools to pay fees at the old or lower rates were the other measures taken during the year for the encouragement of Mahomedan education.

70. With regard to the exemption from the payment of fees sanctioned in primary schools, an attempt has been made to show* (1) that the measure has not been successful, inasmuch as the attendance has not increased in *all* the Hindustani schools, and (2) that undue partiality has been shown towards Mussulmans because "the concession if required by Mahomedans is," it is urged, "equally required by Hindus. There are very many people among the Hindu communities to whom it will be as beneficial as to the poor Mahomedans. * * * There are poor Hindus as there are poor Mahomedans in the country, and the former deserve the same consideration as is shown to the latter." In respect to the first argument against the measure, it may be stated that there are many things besides inability to pay the fees which prevent Mahomedans from attending schools, such as indifference of the school committees, the apathy of the Mahomedans generally, want of appreciation, absence of any inducements to learn Urdu, the incompetence of some masters, &c. Under these circumstances, only a gradual improvement is possible, and we cannot expect that such a beneficent measure would be followed by a rise in every school in the course of a few months. As regards the second argument it is sufficient to state that after collecting ample evidence on the subject in all the parts of India a representative and learned body like the Education Commission have arrived at the conclusion that Mahomedans require special treatment in the matter of education, and that the Government of India have entirely concurred in this opinion. At one time a percentage of pupils of all the classes in Berar was exempted from the payment of fees, but the system was abolished as being found to be unnecessary. Mr. Ridsdale, the late Officiating Commissioner, abstained from recommending its revival on the ground that "it is the practice on occasions of particular poverty or merit for members of the school committees or other charitably disposed persons to pay the fees of boys in whom they are interested," and he thought "it would be very undesirable to check this tendency to spontaneous liberality by establishing a certain fixed percentage of free studentships in each school." It will have been observed from the statement given in paragraph 11 that the amount contributed by the people during the year towards the payment of the fees of poor pupils was Rs. 744-13 6, against Rs. 461-15 in 1883-84. It is true that there are poor Hindus, but there is no doubt that the Mussulmans, as a class, are depressed in social condition relatively to all the other classes of the people. There is a large number of well-to-do (if not rich) Hindus in all the parts of the

* *Vide* the Report of the Deputy Educational Inspector of Amraoti.

province, and they can and do pay the fees of poor pupils. In the primary schools (in which alone Mahomedan pupils are admitted as free students) the rates of fees are so small that the difficulty is not felt by Hindus, and complaints had rarely been heard from them about the want of free studentships before Mahomedans were exempted. The case of these last mentioned people is quite different. The large majority of them are poor, and there are very few amongst them who can afford to give even the smallest assistance to their co-religionists. It was, therefore, necessary for Government to come forward and assist those people who could not help themselves. It may be added that in the adjoining division of the Bombay Presidency, the rate of fees charged for Mahomedans is half of that charged for cess payers who again pay much less than the ordinary students.

70. It has been mentioned in paragraph 51 that the number of Mahomedans attending Government schools has increased during the year from 4,340 to 5,006, or by 15·3 per cent. The number in all the classes of schools has risen from 5,098 to 5,923, or by 16 per cent. The percentage of Mahomedan pupils to the Mahomedan population of school-going age has increased from 34·3 to 39·4 in the case of males, and from ·67 to 1·3 in the case of females. The number of Mussulmans studying in the Marathi schools has risen from 1,665 to 1,711. This shows that the study of the official vernacular, which is very likely to be useful to the pupils in after life, is spreading slowly, but surely, amongst the Mahomedans. The language is now taught in some of the Hindustani schools, and it is to be included in the revised Hindustani standards which are now under consideration. The number of Mussulmans studying the high school standards is 7 (the last year's figure 38 included boys under the middle course), the number under the middle course has risen from 29 to 64, and that under the primary course from 5,060 to 5,852.

72. The following table contains the statistics of the Government Hindustani schools :—

Statistics of Hindustani schools.

District.	Number of schools on 31st March.						Number of scholars on 31st March.						Number of pupils examined and passed under standards.													
	1884.			1885.			1884.			1885.			I.		II		III		IV.		V.		VI.		Total.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Akola	11	...	11	14		14	658		658	920	.	920	153	108	72	58	82	57	39	25	7	7	5	2	358	257
Buldana	14	2	16	14	2	16	557	64	621	661	62	723	140	111	73	58	76	58	36	23					325	250
Basim	4	...	4	4		4	196		196	238		238	36	22	25	15	27	13	22	12					110	62
Amraoti	13		13	14	2	16	677	...	677	786	57	843	142	85	94	75	65	42	25	18	6	6	6	5	338	231
Wun	4	...	4	4	.	4	162	...	162	190	.	190	32	15	24	18	18	10	7	4	.		..		81	47
Ellichpur	7	.	7	8	.	8	481	.	481	534	..	534	148	118	54	38	53	34	23	14	.	.		.	278	204
Total	53	2	55	58	4	62	2,731	64	2,795	3,329	119	3,448	651	459	342	262	321	214	152	96	13	13	11	7	1,490	1,051
Total for 1883-84*													420	233	307	263	256	151	95	49	11	4	12	7	1,191	707

In this statement boys in the Amraoti High School and in the Training College are not included. It will be observed that there is an increase under almost every head. The slight decrease in the examinees and passes under standard II. has been more than counterbalanced by a large increase in every other column. The percentage of passes has risen from 60 to 70.

73. I have little to add to what I said in my last year's Report regarding the education of the aboriginal races, except that on the 31st March last 34 pupils belonging to them were attending the schools in Berar, 16 in the Basim district, and 18 in Ellichpur, and that it is intended to open two schools for them in the Melghat Taluk in the course of the current year. The following extract from Colonel Mackenzie's report will show why these races and low castes are backward in attending schools :—

(c.) Aborigines and low castes.

"That Kunbis, Korkus, Gonds, Mahars, Dheds, &c., do not more largely come into the educational net is a source of regret to the Deputy Educational Inspector, and he

proposes measures to catch them But the first necessity in the struggle for existence is to live; when that is accomplished and there is the means and leisure, education is turned to. While things are what they are, there will always be a large residuum beyond the pale: it is useless to regret and hopeless to circumvent it."

In the opinion of two of the other Deputy Commissioners the reason why low castes are not largely represented in our schools is that they are not well treated in them. But I think the converse also is not very far from the truth, *viz.*, that low caste boys are not well treated because they generally hold themselves aloof from our schools. In the Ellichpur Cantonment school, which is always attended by Dhed boys, and in some places in the Akola District, these boys freely intermix with others. The Deputy Educational Inspector, Akola, says —"In most of the Anglo-vernacular and vernacular schools these pupils mix freely with the other Hindus without offending their prejudices. Thus the distinction is dying out of itself without any pressure on the part of the authorities." The question has been repeatedly discussed, and it will perhaps do no good to say the same thing over again. Suffice it to say that the orders of Government that no boy be refused admission to a Government school merely on the ground of caste is carried out by the schoolmasters, and that the number of low caste boys in our schools has been on the whole steadily increasing, as is shown below :—

District.	No. of low caste pupils on the 31st March.				
	1881.	1882	1883.	1884	1885.
Akola ...	122	143	187	222	324
Buldana	87	81	75	94	127
Basim	29	51	95	81	86
Amraoti	102	104	117	123	171
Wun	35	77	72	71	63
Ellichpur	73	100	100	86	132
Total	448	556	646	677	903

Out of 903 pupils on the 31st March last, two were in the high schools, 103 in the middle schools, and 798 in the primary schools.

VIII.—Private Schools.

74. In Berar *private* schools hold a very unimportant place in the system of education. All the indigenous schools which have adopted our standards and which form a majority of the institutions under private management are included under *public schools*; and the institutions which are treated in this paragraph are either "koran schools" in which no secular instruction is imparted, or those Marathi or Urdu schools, the masters of which are incapable of teaching even the very easy standards which have been prescribed for indigenous schools. On the 31st March last there were 101 private schools, of which 18 are said to be "advanced," as they teach the koran. Of the rest 70 are schools for Hindus, and 13 for Mahomedans. The pupils attending these institutions are shown below —

Schools.	No. of schools.			No. of scholars		
	Advanced	Elementary	Total	Advanced.	Elementary.	Total.
Hindu schools		70	70	...	1,021	1,021
Mahomedan schools	18	13	31	257	212	469
Total ...	18	83	101	257	1,233	1,490
Total for 1883-84 ...	5	91	96	126	1,308	1,434

IX.—Preparation and Distribution of Text Books and other Educational Literature.

Text Book Committee.

75. As some of the members of the original Text Book Committee had either left the province or for other reasons ceased to be on the Committee, and as it was necessary to introduce into the body some educated Mahomedan gentlemen, the list was revised.

The names of the gentlemen who now form the Committee are as follows:—

Lieutenant-Colonel R. Bullock, Deputy Commissioner, Amraoti, *President.*

Mr. Vishnu Moreshwar Mahajani, M. A., Head Master, Amraoti High School, and officiating Head Master, Akola High School, *Secretary.*

Members.

Mr. Mahomed Yasin Khan, Assistant Commissioner.

Maulavi Mahomed Nizamudin Hassan Khan, B. A., B. L., Assistant Commissioner.

Mr. Purshotamrao Narayan Bhat, Extra Assistant Commissioner.

Mr. Waman Narayan Bapat, Tahsildar, Chandur.

Mr. Amjad Husain Khatib of Ellichpur.

Mr. Bajaba Ramchandra Pradhan, Educational Inspector, Hyderabad Assigned Districts.

Mr. Raghunath Balkrishna Tulvalkar, B. A., officiating Head Master, Amraoti High School.

The Hindustani Deputy Educational Inspector, Hyderabad Assigned Districts (*ex-officio*).

Revision of Urdu text books.

76. With a view to revising the text books used in the Government Hindustani schools, I called for the curricula of the Urdu and Persian schools in the North-Western Provinces and Oudh, the Punjab, and the Central Provinces, and for copies of the books used in them. I also invited opinions regarding the changes required in the books and standards of our Urdu schools from the Hindustani Deputy Educational Inspector and the Mahomedan teachers employed in the Amraoti High School and the Training College. The Mussulman members of the Teachers' Association who met at Akola in November last also submitted a revised curriculum. As soon as the Resident's orders appointing the members of the new Text Book Committee were received, all the papers were forwarded to the Mahomedan members, who were requested to form themselves into a Committee and to revise the text books. The gentlemen kindly complied with my request and held meetings on the 10th, 11th and 12th April 1885. Their proposals will be soon submitted for sanction.

Work done by the Text Book Committee.

77. During the year the Committee revised the first and third Marathi books of the Berar series, and also Mr. Damodar Krishna Tilak's *Vyakarnapatha Mala* (a book on grammar) the copyright of which has been purchased by the Department. Three Urdu books, *viz.*, *Ilm-i-syak* (Arithmetic) *Jugraphia* (Geography) and *Maj-mu-i Danish* (a collection of moral tales) and as many Marathi ones, *viz.*, first book on mental arithmetic, *uzalni* (or integral and fractional multiplication tables) and *Shudhalekhan* Parts I and II. were reported on by the Committee. A report on the Urdu books was submitted before the new Text Book Committee was appointed, and therefore they will be again circulated among the new Mahomedan members. None of the Marathi books was recommended to be made a Text Book. Three other books, *viz.*, Arithmetic by Mr. Narayan Vyankaji, History of India by Mr. B. D. Gokhale, and Urdu Grammar, Parts I. and II. by the First Hindustani Assistant in the Training College, were sent for the opinions of the Committee during the year, but they have not yet been reported on.

Book depôts.

78. The purchase and distribution of school books continues to be carried on through the Government Central Book Depôt at Akola and its branches the number of which has increased from 24 to 27 during the year under report. The new branch book depôts have been opened at Telhara, Kholapur and Talegaon Dashaser, each of these places being the centre of many villages having public schools.

Stock account of the Depôt.

79. The stock account of the depôt for the year is as follows:—

	Volumes.	Amount. Rs.	a.	p.
Receipts.				
Balance on the 31st March 1884	103,138 ...	*15,361	13	7
Books and maps printed and purchased during the year...	89,466 ...	14,879	10	9
Total ...	192,604 ...	30,241	8	4
Disbursements.				
Books and maps sold during the year	76,292 ...	12,830	0	3
Balance on 31st March 1885	116,312 ...	17,411	8	1
Total ...	192,604 ...	30,241	8	4

A detailed statement of the transactions is given below:—

Language.	Balance on 31st March 1884.		Books and maps purchased and printed during the year.		Total.		Books and maps sold during the year.		Balance on hand on 31st March 1885.	
	Copies.	Amount.	Copies.	Amount.	Copies.	Amount.	Copies.	Amount.	Copies.	Amount.
		Rs. a. p.		Rs. a. p		Rs. a. p.		Rs. a. p.		Rs. a. p.
English ..	6,700	3,547 3 5	6,284	2,816 7 0	12,984	6,363 10 5	5,674	2,365 14 2	7,310	3,997 12 3
Marathi	86,066	8,897* 5 8	74,231	10,508 13 0	160,297	19,406 2 8	63,582	9,111 6 1	96,715	10,294 12 7
Sanskrit ...	2,921	1,051 6 0	525	298 12 0	3,446	1,345 2 0	365	197 7 0	3,081	1,147 11 0
Persian ..	200	73 13 6	237	44 0 9	437	117 14 3	176	49 14 0	261	68 0 3
Urdu ...	7,251	1,792 1 0	8,189	1,216 10 0	15,440	3,008 11 0	6,495	1,105 7 0	8,945	1,903 4 0
Total .	103,138	*15,361 13 7	89,466	14,879 10 9	192,604	30,241 8 4	76,292	12,830 0 3	116,312	17,411 8 1

80. The object of maintaining the Central Book Depôt and its branches is to enable school boys to get school books as easily and as cheaply as possible. The net cost to Government of keeping up the establishment may thus be calculated:—Books of the selling price of Rs. 14,879-10-9 were purchased during the year, at a total cost of Rs. 13,201-2-11.† The difference of Rs. 1,678-7-10, being the discount allowed to the depôt, would have been considered as gross profit if all the books purchased had been sold. But the value of books actually sold amounted to Rs. 12,830-0-3, and therefore the profit, which must be proportionally less, might be deemed to be about Rs. 1,449. The expenditure on account of the depôt is as follows:—

	Rs.	a.	p.
Cost of the establishment	1,963	10	8
Contingencies	765	2	9
Commission paid to branch depôt-keepers ...	355	9	7
Total ...	3,084	7	0
Deduct profit ...	1,449	0	0
Net cost to Governmnent ...	1,635	7	0

The excess of the total amount drawn from the treasury on account of the depôt over the receipts paid into it during the year amounted (*vide* paragraph 12) to Rs. 3,753-10-6. On the other hand, the balance of stock on the 31st March last was larger in money value by Rs. 2,049-10-6 than in the

* Includes Rs. 11-4-0, which were paid in excess into the Treasury by a Branch Depot-keeper in 1883-84. In consequence of the mistake the closing balance shown in the report for that year was less by that amount. The amount has been refunded in 1884-85, and the necessary readjustment made in the accounts.

† A sum of Rs. 339-154 drawn from the treasury for paying the price of some books purchased during 1883-84 has not been included.

beginning of the year. From this it might appear that the net expenditure on the book department during the year was in reality Rs. 1,704. But the sum of Rs. 339-15-4, paid in 1884-85, for books purchased during the previous year must be deducted from this amount, and, on the other hand, the expenditure that would be required in the shape of commission, carriage, &c., for the disposal of the stock must be added to it; so that the cost above shown would be more correct.

The net cost was larger or in other words the profit on the books purchased and printed was smaller in the past year than in 1883-84, partly because the prices of some of the elementary books prepared by the department (such as the Berar Second Book and Geography of Berar) were reduced in order to make them more accessible to poor scholars, and partly because Messrs. Cooper, Madon and Company and some other booksellers did not allow any discount on the books purchased from them.

The cash account of the depôt is as follows:—

Receipts.

	Rs.	a.	p.
Balance on hand on the 1st of April 1884	8	13	3
Amount received from the Treasury for being refunded to a Branch Depôt keeper, who had paid it in excess on account of sale proceeds of books in 1883-84	11	4	0
Sale proceeds of books during 1884-85	12,830	0	3
Do. of broken boxes	33	4	0
Do. of Berar School Paper and Sanitary Primer	0	14	6
Registration fee	4	0	0
Total ...	12,888	4	0

Disbursements.

	Rs.	a.	p.
Amount paid into Treasury on account of sale of books	12,482	15	11
Do. do. of broken boxes	33	4	0
Do. do. of Berar School Paper and Sanitary Primer	0	14	6
Amount paid into Treasury on account of registration fee	4	0	0
Commission allowed to Branch Depôt keepers ...	355	9	7
Amount refunded to a Branch Depôt keeper ...	11	4	0
Cash in hand	0	4	0
Total ...	12,888	4	0

Literature.

81. Seventeen books, all printed at the Pramod Sindhu Press at Amraoti, were registered in the Hyderabad Assigned Districts during the year under report. Thirteen of these were the issues of *Shetkari*, an agricultural magazine reported on last year; two were numbers of the Berar School Paper, and the other two were poetical works composed by Mr. Pandurang Govind Shastri, second assistant in the Anglo-vernacular school at Amraoti. The author obtained a reward for one of the books (Krishna Kumari) some years ago and the other (Bodhamrit) is being circulated amongst the members of the Committee for the encouragement of vernacular literature. A poetical work named *Padya Guchha*, prepared by Mr Ramchandra Narayen Sadhale, a late assistant in the Amraoti High School, was recommended for a reward by the Committee; but the recommendation was not sanctioned on the ground that the tone of some of the verses was objectionable.

Public libraries.

82. There were on the 31st March last 17 public libraries against 16 at the close of the previous year, those at Jalgaon and Shegaon having been closed, and

three new ones opened at Patur, Alegaon and Daryapur. The usual information regarding them is given in the following statement :—

District.	Locality.	Average number of subscribers during the year.	Rates of subscription.	Average monthly income. Subscription. Rs.	a.	p.	Grants from town or Municipal funds. Rs.	a.	p.	No. of books in the Library.	No. of books issued to subscribers during the year.	No. of newspapers and periodicals. Vernacular and Anglo-vernacular.	English.
Akola.	Akola ...	50	Rs. 2, Re. 1, As. 8, and As. 4.	30	0	0	10	0	0	266	26	13	5
	Akot ...	34	Re. 1, As. 8, and As. 4.	18	0	0	...			228	106	10	2
	Khamgaon ...	19	Do. ...	10	5	7	..			317	110	7	2
	Balapur ...	24	Do. ...	9	0	0	..			34	34	9	2
	Pathur ...	21	As. 8. and As. 4..	5	0	0	...			...	...	6	...
	Alegaon ...	17	Do. ...	5	0	0	...			95	5	6	...
Buldana.	Buldana ...	20	Re. 1, As. 8, and As. 4.	10	0	0	..			60	10	7	1
	Chikhli ...	21	Do. ...	8	4	0				104	52	10	2
	Mehkar ..	31	Do. ...	10	14	0	...			252	78	4	2
	Malkapur ...	22	Do. ...	6	1	0	...			175	73	5	2
Basim.	Basim ...	29	Do. ...	14	14	8	10	0	0	538	59	7	2
Amraoti.	Amraoti ...	113	Rs. 2, Re. 1, As. 8, and As. 4.	34	7	0	25	0	0	671	1,211	19	9
Wun.	Wun ...	...	...		...			...		85	60	3	1
	Yeotmal ..	40	Rs. 2, Re. 1, As. 8, and As. 4.	21	4	0	10	0	0	106	20	12	4
Ellichpur.	Ellichpur Cantonment ...	42	Rs. 2, Re. 1, As. 8, and As. 4.	21	4	0		...		518	163	29	4
	Daryapur ...	28	Re. 1, As. 8, and As. 4.	11	0	0		..		50	...	7	2
	Anjangaon ...	20	Re. 1, As. 8, As. 4, and As. 2.	11	0	0		...		...	...	5	...

The state of the Amraoti city library continues to be by far the most prosperous. Whether as regards the number of its subscribers, the amount of its income, the number of the books it contains, or the newspapers it subscribes, its decided superiority to the other institutions of the class in the province is manifest. The figures given in the statement do not, however, give complete information regarding its condition. An amount of nearly 3,400 rupees is at its credit in the savings bank, and in addition to the income shown above, it gets more than 100 rupees a year as interest on the deposited sum. The only want (which was referred to in the last report) is that the institution has not a house of its own, and it is hoped that something will be soon done towards its construction. The proposal to build a town hall, which would accommodate both the library and the municipal office, is stated to have been disapproved by the authorities. The library at Akola is, as might be expected, next to that at Amraoti in importance and prosperity. In income, the number of subscribers and the number of newspapers and periodicals subscribed, it surpasses all the other libraries out of the head-quarters of the province. The number of books it contains is, however, not large, and is smaller than in the libraries in some other places such as Basim, Ellichpur and Khamgaon; and that the books are comparatively useless may be judged from the fact that the number of volumes issued to the subscribers during the year was only 26, a number smaller than in most of the libraries in the province. I am, however, glad to believe that earnest endeavours are being made for effecting a reform in

this direction, and that some useful books have been purchased since the close of the year under report. The library at Khamgaon has a large number of books, and the one at Akot is reported to attract good many readers. In the Buldana District the library at Malkapur is in a languishing state, the amount of its income having fallen off by 50 per cent. Those at Chikhli and Mehkar are doing well, and the state of the Buldana library is not very satisfactory, though steps are being taken to improve it. The libraries at Basim and Yeotmal have improved; but the one at Ellichpur is not now so good as it was some years ago. The libraries opened during the year are reported to have made a good beginning.

Press.

83. There are in the province four newspapers, three of which, *viz.*, *Vaidarbha* (Berari) *Varhad Samachar* (News of Berar), both published at Akola, and *Pramod Sindhu* (Ocean of Joy) published at Amraoti, are Anglo-Marathi, and *Suryakant*, published at Ellichpur, is a purely Marathi paper. The periodicals published in Berar are *Shetkari*, an agricultural magazine, published at Amraoti, and *Berar School Paper*, published by the Department at Akola. Some information regarding the printing presses is given below:—

District.	Name of Press.	Name of Publisher.	Publication thereat.		Remarks.
			Newspapers.	Periodicals.	
Akola ..	Varad Samachar. ...	Narayan Kanderao...	Varhad Samachar.	None ...	Weekly paper, annual subscription, Rs.5.
	Vaidarbha ...	Venkatish Ramchandra.	Vaidarbha	Do. ...	Do., do., Rs. 4.
Amraoti ..	Pramod Sindhu .	Yeshwant Govind .	Pramod Sindhu	Shetkari, Berar School Paper.	Pramod Sindhu, a weekly paper, annual subscription, Rs 3. Shetkari, a monthly agricultural magazine, annual subscription, Rs. 2. Berar School Paper, a monthly magazine published by the Berar Educational Department.
	Albion Press .	Bapurao Vithal ...	None ...	None	
Ellichpur ...	Suryakant	Waman Narayan ...	Suryakant ..	Do.	Weekly paper, annual subscription, Rs. 2-8.

Amraoti elocution gathering.

84. The annual *Vaktritwottejaka sabha* or elocution gathering, which was first started at Amraoti in 1874, is growing more and more popular and interesting every year. The themes on which candidates for prizes were invited to deliver addresses during the year were:—(1) "Advantages (to the people) of arts exhibitions held in India and their probable effect on the indigenous arts and manufactures"; (2) "Whether want of moral and religious teaching in Government schools has degenerated the people, and whether in this country of many religions and religious sects, the introduction of such instruction would do any good, or whether non-interference in the matter would be the best course"; (3) Lecture amplifying and illustrating the old saying to the effect that "Wealth does not attach itself to a lazy person who believes in the unalterable decrees of fate, as a highly learned man does not associate himself with a fool"; (4) a speech on a subject mentioned a few hours before the time fixed ("Malabari's suggestions regarding infant marriages" was the subject chosen by the managing committee for the occasion). Out of the 25 candidates who delivered addresses 9 obtained prizes of the aggregate value of Rs. 140. The subscriptions of the year amounted to Rs. 339-15-0, against Rs. 286-8-0 in 1883-84.

Educational conference.

85. A Teachers' Association was founded in March 1883, but as the subject of enlarging its scope was under consideration, no meeting was held in 1883-84. In July last I obtained the sanction of the Resident to the holding of a conference of the principal educational officers of the province periodically as suggested by the Education Commission, and the Teachers' Association was merged into it. The conference was held during the year on the 10th November and the three following days. The officers that attended were naturally divided into two bodies, *viz.*, the inspecting officers and teachers. The meetings of the former were presided over by the Educational Inspector, and those of the latter by the officiating head master

of the Akola High School. On the last day a general meeting of the inspectors and teachers was held under the presidency of the Director of Public Instruction, when the several resolutions adopted by the two bodies were read and the President closed the conference by a short speech in which he commented on the proceedings, informed the assembly of what had been expected from them, and promised to give due consideration to their proposals. The inspecting officers compared their several modes of examination and resolved on observing a uniformity in the matters in which they differed. They recommended certain modifications in the existing standards and made proposals for enriching the libraries of village schools with books of reference and supplying the institutions with appliances. These proposals are being considered, and will be attended to as far as funds will permit. Some of the resolutions of the Teachers' Association embraced proposals which seemed to imply that they considered the examinations of the inspecting officers to be too strict. There is of course nothing unusual in such complaints, and they do not call for any comment. The masters also made certain proposals regarding their pay, travelling allowance, the summer vacation, alterations in standards, &c., which have either been considered or are under consideration. It may be added that the Resident has sanctioned the grant of travelling allowance to such masters as may be transferred from one place to another in the interests of the public service.

Advantage was taken of this gathering to arrange evening lectures for the benefit of the school masters on scientific and other useful and entertaining subjects. On the 10th November Mr. R. A. Panhalkar, an assistant in the Akola High School, addressed the assembly in Marathi on the different modes of insurance and its advantages; on the 12th Mr. G. R. Pitke, B. A., another assistant in the same school, read a paper in English on the advantages of studying physical science and entertained the audience with some chemical experiments, and on the last day Dr. Nundy, assistant Commissioner, delivered a lecture in English on "International Law."

I have the honour to be,

Sir,

Your most obedient Servant,

SHRIRAM B. JATAR,

Director of Public Instruction,

Hyderabad Assigned Districts.

APPENDICES.

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EDUCATION.

GENERAL TABLE No. I.—*Abstract Return of Colleges,* Schools, and Scholars in the Hyderabad Assigned Districts, at the end of the official year* 1884-85.
(*For details see General Table III.*)

Area and population.				Public Institutions.				Private Institutions				
				School Education, General.		School Education, Special.						
Total area in square miles.	Number of towns and villages.	Population.		Secondary schools.	Primary schools.	Training schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks
1	2	3	4	5	6	7	8	9	10	11	12	13
17,711	Towns ... 34 Villages 5,551 Total .. 5,585	Males ... 1,380,492 Females 1,292,181 Total .. 2,672,673	Institutions.. For males..	26	793	1	820	18	82	920	Institutions to number of towns and villages 16 5	
			Institutions.. For females.	...	29	...	29	...	1	30	·5	
			Institutions.. Total ...	26	822	1	849	18	83	950	17	
			Scholars ... Males	5,446	(d) 31,641	74	37,161	250	1,228	38,639	Male scholars to male population of school-going age ... 18·7	
			Scholars ... Females ..	(a) 8	(b) 1068	...	1,076	(c) 7	5	1,088	Female scholars to female population of school-going age ·6	(a). 8 Girls attending boys' schools. (b). 157 Do. (c). 7 Do 172 (d). 2 boys attending girls' schools
			Scholars ... Total ...	5,454	32,709	74	38,237	257	1,233	39,727	9·9	

* There are no colleges in Berar.

EDUCATION.

GENERAL TABLE No. II.—*Abstract Return of Expenditure on Public Instruction in the Hyderabad Assigned Districts, for the official year* 1884-85.

	Total direct expenditure on Public Instruction.				Total indirect expenditure on Public Instruction.							Total expenditure on public instruction.	Remarks.
	School Education, General.		School Education, Special	Total.	Direction.	Inspection.	Scholarships	Buildings.	Special grants for furniture and apparatus	Miscellaneous.	Total.		
	Secondary schools.	Primary schools	Training schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs	Rs.	Rs.	Rs.	Rs	Rs.	
1. Instruction ... For males	75,773	1,83,654	8,376	2,67,803	20,157	26,363	9,027	51,898	7,633	8,017	1,23,095	3,95,408	
For females		4,510	...	4,510									
Total .	75,773	1,88,164	8,376	2,72,313	20,157	26,363	9,027	51,898	7,633	8,017	1,23,095	3,95,408	
2. (a.) Percentages of Provincial expenditure included in columns 2—13 to total Provincial expenditure on Public Instruction .	29·4	37·8	3·7	71·07	9·1	11·7	4 08	1·8	·001	2·1	28·9		
(b.) Percentages of Local expenditure included in columns 2—13 to total Local Fund expenditure on Public Instruction ..	·05	55·9	.	56	...	·3		39 7	2 7	1·1	43·9	...	
(c.) Percentages of Municipal expenditure included in columns 2—13 to total Municipal expenditure on Public Instruction .	25	70·4	.	95·5	...		...	. .	4·4	...	4·4	.	
(d.) Percentages of total expenditure in columns 2—13 to total expenditure on Public Instruction ...	19·1	47·5	2·1	68·8	5·09	6·6	2·2	13·1	1·9	2·02	31·1	..	
	Rs a. p.	Rs., a. p.	Rs. a p.	Rs. a p									
3. Average annual cost of educating each pupil in—													
Departmental Institutions. Cost to Provincial Revenues	13 7 4	3 2 1	123 2 9	5 0 11									
Cost to Local and Municipal Funds	0 1 7	2 11 1	...	2 4 4									
Total cost ...	15 11 1	6 6 4	123 2 9	8 2 4									
Municipal Schools. Cost to Provincial Revenues	. .	1 7 3	...	1 7 3									
Cost to Municipal Funds	.	1 2 1	...	1 2 1									
Total cost ..	..	2 10 9	.	2 10 9									
Aided Institutions. Cost to Provincial Revenues	..	1 0 9	...	1 0 9									
Cost to Local and Municipal Funds	. .	0 0 11	...	0 0 11									
Total cost ...	...	5 1 11	. .	5 1 11									
Unaided Institutions ... ... Total cost ...	...	3 8 7	...	3 8 7									
All Institutions. Cost to Provincial Revenues	13 7 4	2 11 5	123 2 9	4 6 5									
Cost to Local and Municipal Funds	0 1 7	2 3 5	...	1 14 10									

GENERAL TABLE III.—*Return of Colleges,* Schools, and Scholars*

Class of Institutions.	Public Institutions.											
	Under public management.								Under private			
	Maintained by the Department.				Maintained by Local Fund and Municipal Boards.				Aided by the Department or by Local Fund or Municipal Boards.			
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
School Education, General.												
Secondary Schools.												
For boys—English ...	26	(a) 5,454	4,827	3,757	...	...	...	..	...	...	...	...
Primary Schools.												
For boys	477	(b) 26,293	24,788	18,425	1	46	46	29	217	(c) 4,333	4,272	3,385
For girls	24	(e) 751	458	301	...	..	...	..	5	162	152	112
Total ...	501	27,044	25,246	18,726	1	46	46	29	222	4,495	4,424	3,497
School Education, Special.												
Schools for Special Instruction.												
Training schools for masters... ...	1	74	68	57	..	...	...	...	...	...	...	...
Total of schools of public instruction ...	528	32,572	30,141	22,540	1	46	46	29	222	4,495	4,424	3,49

Private Institutions ... { 1. Advanced teaching—Arabic or Persian
2. Elementary. Teaching a vernacular only o

*There are n

TION.

in the Hyderabad Assigned Districts, for the official year 1884-85.

management. Unaided. Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of Public Institutions.	Grand total of scholars on the 31st March.	No. of scholars on the 31st of March learning English.	A classical language.	A vernacular language.	Classification of scholars on the 31st of March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Parsees.	Remarks.
14	15	16	17	18	19	20	21	22	23-*a*	23-*b*	23-*c*	23-*d*	23-*e*	24
...	...	...	...	26	5,454	1,638	470	5,436	...	14	4,872	556	12	(*a*) 8 girls attending boys' schools.
98	(*d*) 1,124	1,093	964	793	31,796	18	...	31,784	11	24	26,959	4,796	6	(*b*) 144 do. (*c*) 9 do.
...	...	...	...	29	913	...	...	913	..	35	755	123	...	(*d*) 4 do. (*e*) 2 boys in girls' schools.
98	1,124	1,093	964	822	32,709	18	...	32,697	11	59	27,714	4,919	6	
...	...	...	...	1	74	...	...	74	...	...	59	15	...	
98	1,124	1,093	964	849	38,237	1,656	470	38,207	11	73	32,645	5,490	18	165 girls in boys' schools. 2 boys in girls' schools.
mainly For boys			...	18	(*f*) 257	...	257	...	...	...	...	257	...	(*f*) 7 girls in boys' schools.
mainly For boys			...	82	1,228	...	...	1,228	...	...	1,057	171	...	
mainly For girls			.	1	5	...	...	5	...	...	...	5	...	
Total			...	101	1,490	...	257	1,233	...	...	1,057	433	...	7 girls in boys' schools. 172 do. 2 boys in girls' schools.
Grand Total			...	950	39,727	1,656	727	39,440	11	73	33,702	5,923	18	

colleges in Berar.

EDUCA

GENERAL TABLE No. IV.—*Return of Expenditure on Public Instruction*

Objects of expenditure.	Under public management. Maintained by the Department. Provincial revenues.	Local rates or cesses.	Municipal Funds.	Fees.	Subscriptions.	Total.	Maintained by Local Fund and Municipal Boards. Provincial revenues.	Local rates or cesses.	Municipal Funds.	Fees.	Subscriptions.	Total.
1	2 a	2-b	2-c	2-d	2-e	2	3-a	3-b	3-c	3-d	3-e	3
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
School Education, General.												
Secondary Schools.												
For boys—English ...	65,038	72	420	9,874	369	75,773	...	...	...	...	...	...
Primary Schools.												
For boys	77,758	65,011	550	12,809	1,557	1,57,685	67	...	52	4	...	123
For girls	1,286	2,033	427	34	44	3,824	...	...	...	...	...	...
Total ...	79,044	67,044	977	12,843	1,601	1,61,509	67	...	52	4	...	123
SCHOOL EDUCATION, SPECIAL.												
Schools for Special Instruction.												
Training schools for masters.	8,376	...	...	...	...	8,376	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in: Arts colleges ...	(a) 1,923	...	...	...	...	1,923	...	...	...	...	...	...
Scholarships held in: Secondary schools.	6,814	...	...	...	...	6,814	...	...	...	...	...	...
Scholarships held in: Special schools other than training schools ...	(b) 290	...	...	...	...	290	...	...	...	...	...	...
Buildings	4,095	47,727	...	...	...	51,822	...	...	...	...	...	...
Furniture and apparatus ...	4	3,313	75	3,434	807	7,625	...	...	...	...	...	...
Miscellaneous	(c) 4,774	(d) 1,323	...	1,624	296	8,017	...	...	...	...	...	...
Total ...	17,900	52,363	75	5,058	1,103	76,499	...	...	...	...	...	...
Total expenditure on Public Instruction...	1,70,358	1,19,479	1,472	27,775	3,073	3,22,157	67	...	52	4	...	123

(a) Scholarships in the Arts Colleges of the Bombay Presidency.

(b) Scholarships in the Madras Agricultural Class.

(c) Includes—

	Rs.
Encouragement to Vernacular Literature ...	150
Book Depot	3,754
Printing, &c.	870
Total ...	4,774

TION.

in the Hyderabad Assigned Districts for the official year 1884-85.

Institutions.									Total expenditure from						
Under private management.															
Aided by the Department or by Local Fund or Municipal Boards.						Unaided.									
Provincial revenues	Local rates or cesses.	Municipal Funds	Fees.	Subscriptions.	Total.	Fees.	Subscriptions.	Total	Provincial revenues.	Local rates or cesses.	Municipal Funds.	Fees.	All other sources.	Grand Total.	Remarks.
4 a	4-b	4-c	4-d	4-e	4	5-a	5-b	5	6-a	6 b	6-c	6 d	6-e	6	7
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	..	...	...	...	..	...	65,038	72	420	9,874	369	75,773	
4,389	120	...	16,833	637	21,379	3,811	56	3,867	82,214	65,131	602	33,457	2,250	1,83,654	
256	...	150	...	280	686	...	...	...	1,542	2,033	577	34	324	4,510	
4,645	120	150	16,833	917	22,665	3,811	56	3,867	83,756	67,164	1,179	33,491	2,574	1,88,164	
...	...	...	...	...	...	...	...	...	8,376	..	...	...	...	8,376	
...	...	...	...	...	...	...	...	...	20,157	...	...	...	...	20,157	
...	...	...	...	...	...	...	...	...	25,905	458	...	...	...	26,363	
...	...	...	...	...	...	...	...	...	1,923	...	...	...	...	1,923	
...	...	...	...	...	...	...	...	...	6,814	...	...	...	...	6,814	
...	...	...	...	...	...	...	...	...	290	...	...	...	...	290	
...	...	...	...	76	76	...	...	...	4,095	47,727	...	...	76	51,898	
...	...	...	...	...	...	...	...	...	4	3,313	75	3,434	807	7,633	
...	...	...	...	...	...	...	...	...	4,774	1,323	...	1,624	296	8,017	
...	...	...	...	76	76	...	...	...	63,962	52,821	75	5,058	1,179	1,23,095	
4,645	120	150	16,833	993	22,741	3,811	56	3,867	2,21,132	1,20,057	1,671	48.423	4,122	3,95,408	

(d.)—Includes.—

	Rs.
Clerks in Deputy Commissioners' Offices	646
Clerks in Account Office	314
Pensions and Gratuities	223
Miscellaneous	140
Total	1,323

EDUCATION.

GENERAL TABLE No. V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in the Hydcrabad Assigned Districts, at the end of the official year* 1884-85.

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the Matriculation examination.			Middle stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			Upper primary stage. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			Lower primary stage. Comprising all pupils who have not passed beyond the lower primary stage. Reading printed books.			Lower primary stage. Comprising all pupils who have not passed beyond the lower primary stage. Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.																				
For boys—Deptl.—English ...	26	5,454	289	...	289	1,356	...	1,356	1,486	...	1,486	1,772	3	1,775	543	5	548	5,446	8	5,454
Primary Schools.																				
For boys ... Departmental ...	477	26,293	...	...	...	760	...	760	7,416	5	7,421	11,550	57	11,607	6,423	82	6,505	26,149	144	26,293
For boys ... Municipal ...	1	46	...	...	...	...	...	...	12	...	12	34	...	34	...	...	...	46	...	46
For boys ... Aided ...	217	4,333	...	...	...	6	...	6	819	...	819	1,014	6	1,020	2,485	3	2,488	4,324	9	4,333
For boys ... Unaided ...	98	1,124	...	...	...	...	...	...	61	...	61	191	4	195	868	...	868	1,120	4	1,124
Total ...	793	31,796	...	...	...	766	...	766	8,308	5	8,313	12,789	67	12,856	9,776	85	9,861	31,639	157	31,796
For girls ... Departmental ...	24	751	...	...	...	...	...	...	...	55	55	...	396	396	2	298	300	2	749	751
For girls ... Aided ...	5	162	...	...	...	...	8	8	...	26	26	...	106	106	...	22	22	...	162	162
Total ...	29	913	...	...	...	...	8	8	...	81	81	...	502	502	2	320	322	2	911	913
Total Primary Schools ...	822	32,709	...	...	...	766	8	774	8,308	86	8,394	12,789	569	13,358	9,778	405	10,183	31,641	1,068	32,709
Grand Total ...	848	38,163	289	...	289	2,122	8	2,130	9,794	86	9,880	14,561	572	15,133	10,321	410	10,731	37,087	1,076	38,163

EDUCATION.

GENERAL TABLE No. VI.—*Return showing the results of prescribed Examinations in the Hyderabad Assigned Districts during the official year* 1884-85.

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.			
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16-a.	16-b.	16-c.	16-d.
Schools of General Education.																		
Matriculation—Boys... ...	2	...	...	2	15	...	...	1	16	11	...	...	1	12	...	...	11	1
Schools of Special Instruction.																		
Training School Examination for Masters. Upper.	1	...	...	1	27	...	...	...	27	21	...	...	...	21	...	...	17	4
Training School Examination for Masters. Lower.					37	...	...	...	37	16	...	...	...	16	...	...	8	8

GENERAL TABLE No. VII.—*Return showing the distribution of Local Fund and for the official*

Objects of expenditure.	Expenditure of Local Fund Boards on Public Instruction. In Institutions maintained by Local Fund Boards. Number of Institutions.	No. of scholars on the rolls on the 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Total.	In Institutions maintained by The Department.	Municipal Boards.	Private persons or associations.	Total Local Fund expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
School Education, General.											Rs.		Rs.	Rs.
Secondary Schools.														
For boys—English ...	...	...	...	...	...	...	...	...	...	...	72	...	...	72
Primary Schools.														
For boys	...	...	...	...	...	...	...	...	...	...	65,011	...	120	65,131
For girls	...	...	...	...	...	...	...	...	...	...	2,033	...	...	2,033
Total ...	...	...	...	...	...	...	...	...	...	...	67,044	...	120	67,164
Inspection	...	...	...	...	...	...	...	...	...	...	458	...	...	458
Buildings	...	...	...	...	...	...	...	...	...	...	47,727	...	...	47,727
Furniture and apparatus ...	...	...	...	...	...	...	...	...	...	...	3,313	...	...	3,313
Miscellaneous	...	...	...	...	...	...	...	...	...	...	1,323	...	...	1,323
Total ...	...	...	...	...	...	...	...	...	...	...	52,821	...	...	52,821
Grand Total ...	...	...	...	...	...	...	...	...	...	...	119,937	...	120	120,057

TION.

Municipal Expenditure on Public Instruction in the Hyderabad Assigned Districts, year 1884-85.

Expenditure of Municipal Boards on Public Instruction.															
Institutions maintained by Municipal Boards.										In Institutions maintained by			Total Municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance	Provincial grants.	Municipal rates.	Local Fund grants.	Fees.	Subscriptions.	Total.	The Department	Local Fund Boards.	Private persons or associations			
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
				Rs.	Rs.		Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	..	..	...	420	..		420	492	
1	46	46	29	67	52	...	4	...	123	550	...	...	602	65,733	
...	...	...	...	...	...	...	..	...	...	427	...	150	577	2,610	
1	46	46	29	67	52	...	4	...	123	977		150	1,179	68,343	
...	...	...	...	...	...	...	...	.	...	...	.		...	458	
..	...	...	...	...	...	.	...	...	...	...		...	...	47,727	
...	...	...	...	...	...	...	..	...	...	75			75	3,388	
...	..	...	..	...	...	...	...	...	...	...	..			1,323	
...	...	...	...	...	...	...	...		...	75	. .	...	75	52,896	
1	46	46	29	67	52	...	4	...	123	1,472	.	150	,1674	1,21,731	

Extract from the Proceedings of the Resident at Hyderabad, No. 2431, *dated Hyderabad Residency, the* 8*th October* 1885.

Read—

The Annual Report on Public Instruction in the Hyderabad Assigned Districts for the year 1884-85.

RESOLUTION.

THE Report of the Director of Public Education has been carefully compiled, and contains much information of interest. Its leading features have been fully reviewed by the Commissioner in his review, and there remains little room for comment on the part of the Resident.

2. The circumstances of the past year have been in more than one respect favourable to the spread of education. The total number of pupils is the highest ever attained in the province. The numbers for the past four years are given below:—

1881-82	...	...	35,891
1882-83	...	...	36,278
1883-84	...	..	35,810
1884-85	...	...	39,727

The increase has chiefly taken place amongst the pupils attending primary schools. It is hoped that still further progress will be made as the establishment of fresh schools brings education nearer to the doors of the rural population.

In the Report for 1883-84 it was shown that 850 villages, with a population exceeding 500, were without any school. The number has now been reduced to 706. From the above cause the percentage of scholars to population of school-going age has risen from 17 in 1883-84 to 18·7 in the year under review. Wun and Basim are still the most backward districts, but this is due to their physical features.

3. The financial condition of the department is satisfactory. The total income for the year, in spite of a smaller grant from provincial revenues, has slightly improved. This is due to the increase in fees from all classes of schools, which has taken place in spite of the fact that 10 per cent. of Mahomedans and all low caste pupils attending the primary schools are now exempted from the payment of any fee. Expenditure has necessarily increased on account of the extension of establishments and the construction of buildings in connection with primary schools. The cost, however, has been defrayed from school cess contributions, and not, as heretofore, directly from provincial sources. The contributions from municipalities are far too small, being in the aggregate little more than 1¼ per cent. on their incomes. But a substantial improvement in this respect may be fairly expected, now that they have been relieved from the burden of paying the police.

4. The work of inspection has been conscientiously carried on throughout the year. The Resident is glad to notice the increasing interest taken by Tahsildars in educational matters, although in some districts, Buldana for instance, the number of schools visited by them was very small. The work done by the school committees shows a steady increase, but the Director's report shows that there is still considerable room for their improvement.

5. The more stringent conditions attached to the holding of scholarships in the Bombay University will, it is to be hoped, have the desired effect of raising the standard of efficiency among the scholars. Satisfactory progress has also been made in the Training College at Akola, both as regards the num-

ber of scholars, and of those obtaining a certificate of proficiency for teaching. With the extension of boarding-house accommodation, it is to be hoped that still better results will be shown.

6. The average daily attendance of pupils in the secondary schools has improved, while the average cost to Government of each one has decreased by nearly 10 per cent. The high schools at Amraoti and Akola may be warmly congratulated on the success in passing eleven out of fifteen candidates in the matriculation examination at Bombay.

7. The Resident notices with pleasure the progress made in the extension of primary education. The increased expenditure under this head has already borne fruit: 48 new schools have been started; the number of scholars has increased by 2,421, and the average daily attendance has improved with a diminution of cost to each pupil. It has been justly remarked by the Director of Public Instruction that the seed has been sown. Mr. Cordery feels confident that the harvest will not disappoint those who have devoted so much attention to what is at present in Berar the most important step in the education of the people.

8. Instruction in the jail schools appears to have met with as much success as could have been expected from the unpromising material that there is to work upon.

9. The Resident trusts that every encouragement will be given by all educational and district officers to indigenous schools and all educational establishments under private management. It may be that their standard of education will not at first come up to that of the Government schools; but with cordial help and a careful selection of masters from men trained in the Government schools, there is no reason why a fair standard of excellence should not be obtained.

10. The progress made in female education is satisfactory. Nine new schools have been opened, the attendance has been more regular, and the number of successful examinations has increased. The question of entertaining female teachers is one for the careful consideration of municipalities and influential natives, as the advisability of affording more advanced education as girls grow up cannot be overrated.

11. In conclusion, the Resident has much pleasure in expressing his cordial thanks to Mr. Shriram B. Jatar and those employed under him for their administration of the Department during the year under report, and in recording his great satisfaction at the energy and consideration shown by them as well also by the district officers with whom they came in contact.

(By order.)

J. R. FITZGERALD,

Secretary for Berar.

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No. 3714 of 1886.

FROM

COLONEL J. G. BELL,

Officiating Commissioner,

Hyderabad Assigned Districts,

To

THE SECRETARY FOR BERAR TO THE RESIDENT,

Hyderabad.

DATED AMRAOTI, *the* 21*st July* 1886.

SIR,

I have the honour to forward herewith the Report on Public Instruction in the Hyderabad Assigned Districts for the year 1885-86, which reached my office on the 15th current.

2. The past year proved very unfavourable to educational efforts, and to this circumstance must be ascribed the almost stationary character of the operations of the department, seeing that the results achieved consist in an increase of one school and 1,291 scholars only.

The number of institutions and scholars on the 31st March 1886 was 951 and 41,018, against 950 and 39,727 respectively at the close of the previous year.

3. But, although these results are poor, it is satisfactory to note that, whilst institutions of a purely private nature decreased to the extent of 71 schools and 1,019 scholars, there has been an appreciable increase in the number of public schools and scholars under departmental management, which has raised the percentage of scholars to the population of school-going age from 18·66 to 19·23 in the case of males, and from ·56 to ·62 in the case of females.

4. The Director gives full details of the institutions of all classes and the results of the examinations, which need not be recapitulated here. But I would especially refer to the fact that, of 21 candidates sent up for the matriculation examination, 14 succeeded in passing, a result which is creditable to the head masters of the Akola and Amraoti High Schools.

5. The total income of the department was Rs. 3,79,959, of which provincial revenues contributed Rs. 2,31,369, or ten thousand more than the previous year. The receipts from fees in Government schools increased from Rs. 35,267 to Rs. 38,713, the increase being due to the realization of adequate fees for higher education. Liberal and appreciable aid has been rendered by municipalities to the cause of education. Their contributions in 1885-86 amounted to Rs. 7,944, against Rs. 1,742 in the previous year.

6. Of the total expenditure of the department (Rs. 3,89,392, against Rs. 3,73,715,) it will be observed that Rs. 1,72,934 were devoted to primary education, the rapid development of which is receiving due attention.

7. The grants-in-aid increased from Rs. 4,915 to Rs. 5,915, and every endeavour is being made to encourage the aided system.

8. Female education continues to progress. The number of institutions rose from 30 to 34, pupils from 1,088 to 1,202, and passes from 172 to 314.

9. The Government of India, in their review of the Educational Report for 1884-85, directed that efforts should be made to procure improved results in the Government College at Akola for training masters. It will be noticed that some improvement has been effected, and in order to meet the demand for qualified teachers, which the College alone could not supply, five pupil-teachers were entertained from the 1st June 1885 in a school selected in five of the districts of the province other than Akola. The employment of these pupil-teachers, with three free students, has increased the number of students from 74 to 102. The main training college has not done badly; 26 men were sent out as school-masters, and three more obtained appointments after the close of the year under report. The number of students who passed in the first year's course increased from 16 to 35, while the number who passed the certificate examination fell from 21 to 13. It is hoped that the measures initiated for keeping up an adequate supply of teachers will be found to answer the purpose.

10. The recommendations of the Education Commission are being carefully attended to by the Director, who details at the end of his report, which well merits the commendation of the Resident, what has been done in the past year to give effect to them.

11. The death of Mr. Bajaba Ramchandra Pradhan, Educational Inspector, in April last has deprived the Director of an able colleague. A successor has not yet been appointed.

I have the honour to be,

Sir,

Your most obedient Servant,

J. G. BELL, COLONEL,

Officiating Commissioner,

Hyderabad Assigned Districts.

No. 520 of 1886-87.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

Hyderabad Assigned Districts,

To

LESLIE S. SAUNDERS, ESQ., C. S.,

Commissioner,

Hyderabad Assigned Districts.

Dated AKOLA, 19*th June* 1886.

SIR,

I HAVE the honour to submit my Report on Public Instruction in the Hyderabad Assigned Districts for the year 1885-86.

I.—GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

The nature of the year.

2. The year was not, on the whole, very favourable to the progress of education. The circumstances which usually interfere with the smooth working of our schools, such as unseasonable rainfall, cholera and fever, and marriages and thread ceremonies, have more or less affected the number of schools and scholars in most of the districts, and the advance has not been on the whole so great as might have been wished for. Cholera, not of a very virulent type, was prevalent from June to October; and the strong hopes which the people entertained of an unusually rich harvest were well nigh destroyed by the unseasonable rains of December. Had this been all, the schools would probably have more than made up for the loss by the end of March; but the total cessation of marriages during 1884-85 on account of the conjunction of *Jupiter* with the sign *Leo* necessarily led to an unusual number of these ceremonies in the concluding months of the year under report, especially as the bestowal of a daughter in marriage during the conjunction of the planet with the sign *Virgo* is considered to be a highly meritorious act by orthodox Hindus. For these reasons the total number of schools has increased only by 1, and the total number of scholars by not more than 1,300. It may be mentioned, however, that the schools under departmental and municipal management have increased from 529 to 603, and their attendance from 32,618 to 34,858. As usual the unfavourable circumstances have affected most the number and attendance of schools under private management. In Government schools in which there is greater discipline and regularity, marriages have a temporary effect only on the attendance, which is restored as soon as they cease. But indigenous schools are kept closed during the whole marriage season; and, as the month of March forms part of the season, many of the institutions which were open during the greater portion of the period under report, and which were inspected and aided in the year, are not shown in the annual returns because they were not open on the 31st March. 265 schools were aided by Government during 1885-86, but on the 31st March last there were only 226 schools of this class, or 4 more than on the corresponding day of 1884-85. The largest decrease has taken place in what are called "private institutions," or schools which have not adopted the standards prescribed by the department, and most of which do not follow any system at all. On the 31st March last the number of these schools was 30 and their attendance 471 against 101 and 1,490 respectively on the last day of the year 1884-85.

3. The following statement shows the number of schools and scholars on the last day of the year under report and on the 31st March 1885 :—

Schools and scholars.

Year.	Area in square miles.	Towns and villages.	Population.	No. of institutions. For boys.	For girls.	Total.	No. of scholars. Boys.	Girls.	Total.	Percentage of scholars to population of school-going age. Boys.	Girls.
1884-85 ...	17,711	5,585	Males. 1,380,492	920	30	950	38,639	1,088	39,727	18·66	·56
1885-86 ...			Females 1,292,181	917	34	951	39,816	1,202	41,018	19·23	·62
			Difference ...	— 3	+ 4	+ 1	+1,177	+114	+1,291	+ ·57	+ ·06

It will be observed that the number of schools for boys has very slightly decreased, but even this slight falling off does not represent any real loss to public instruction inasmuch as the decrease of 71 in the number of "private schools" alluded to in the preceding paragraph has brought it about. In Berar aided schools are mostly indigenous schools, and the standards specially framed for these institutions being easy, those which do any good, however slight, are aided and are included under "public institutions under private management." The "private schools," therefore, are either "Koran schools" pure and simple, or such Marathi schools as impart no real instruction whatever. It is natural that, as the taste for real education advances, such institutions should gradually decrease either by being converted into aided schools or by being closed. In view of all the circumstances, the total increase in the number of male and female pupils will, I trust, be deemed satisfactory. The percentage of scholars to the population of school-going age has increased from 18·66 to 19·23 in the case of males and from ·56 to ·62 in the case of females.

4. The number of schools, both public and private, with the number of scholars on the 31st March last, may thus be compared with those on the corresponding day of the previous year :—

Public and private schools with scholars.

Year.	Public Institutions. Under public management. Government Schools. No. of Schools.	No. of Scholars.	Municipal Schools. No. of Schools.	No. of Scholars	Under private management. Aided. No. of Schools.	No of Scholars.	Unaided. No. of Schools.	No of Scholars	Private Institutions. No. of Schools.	No. of Scholars.	Total. No. of Schools.	No. of Scholars.
1884-85 ...	528	32,572	1	46	222	4,495	98	1,124	101	1,490	950	39,727
1885-86 ...	586	33,040	17	1,818	226	4,476	92	1,213	30	471	951	41,018
Difference ...	+ 58	+ 468	+ 16	+ 1,772	+ 4	— 19	— 6	+ 89	— 71	— 1,019	+ 1	+ 1,291

The decrease in the number of "private institutions" has already been accounted for. If the year had been more favourable to the advance of education, the falling off in these institutions would have been more than compensated for by a larger increase in the number of aided schools, especially as liberal rules for grants-in-aid were introduced in the beginning of the year. The increase in the number of public schools and scholars under public management is satisfactory. The rise in the number of municipal schools is owing to the transference of all the Government primary schools

within the municipal limits of Amraoti, Akola, and Ellichpur to the several Municipal Committees, to the conversion of a private girls' school at Akola into a municipal school, and to the opening of an additional Hindustani school at Amraoti. The number of schools transferred from Government was 14, of which 5 formerly formed parts of the Anglo-Vernacular schools in the municipal towns. Thus the number of departmental schools has decreased by 9 on account of this transference. Five primary schools were closed, 2 in Wun and 1 in each of Amraoti, Akola and Basim Districts, and 72 new schools were opened during the year. Hence the net increase in the number of Government schools is 58.

Schools of different classes.

5. The following table shows the number of different classes of schools with their attendance as compared with those in the preceding year:—

Description of schools.				No. of schools.		No. of scholars.	
				1884-85.	1885-86.	1884-85.	1885-86.
School Education—General.							
Public Institutions.	Secondary.	Government, High	Boys	2	2	266	334
		Do. Middle	Boys	24	24	5,188	4,272
	Primary	Government	Boys	477	532	26,293	27,574
			Girls	24	27	751	758
		Municipal Board	Boys	1	13	46	1,623
			Girls	...	4	...	195
		Under private management. Aided	Boys	217	226	4,333	4,476
			Girls	5	...	162	...
		Unaided	Boys	98	92	1,124	1,213
Private Institutions.		Advanced (Arabic or Persian)	Boys	18	3	257	68
		Elementary	Boys	82	24	1,228	319
			Girls	1	3	5	84
School Education—Special.							
Training School for masters				1	1	74	* 102
			Total	950	951	39,727	41,018

* This includes 25 pupil-teachers who are being trained for schoolmasterships in the different districts.

The number of secondary schools remains the same, but the number of scholars attending the two high schools has increased from 266 to 334, or by more than 25 per cent., and the pupils studying in the 24 middle schools have apparently fallen off from 5,188 to 4,272. I say *apparently* because the number, 5,188, which represented the pupils on the rolls of the Anglo-Vernacular schools on the 31st March 1885 included the number attending the vernacular branches of the five Anglo-Vernacular schools within the municipal limits of Amraoti, Akola, and Ellichpur, which were, in the commencement of the year under report, converted into independent schools and transferred to the management of the several Municipal Committees. These five branches contained 1,010 pupils at the close of 1884-85, so that the attendance in the middle-class schools has really risen by 94. This increase is small because the majority of the Anglo-Marathi schools contain primary classes, the attendance of which was temporarily affected on account of marriages in the concluding months of the year. Of the 5 girls' schools which were classed as aided institutions in 1884-85, 3 were converted into Government schools at the request of the managers, who had started and maintained them with a view to their being finally transferred to the management of the department. One (Akola) was converted into a municipal school as stated above, and the school maintained by the American Mission at Basim was closed, the lady managers having transferred their residence to Akola.

6. The following table gives the number of schools for boys in the different districts with the average number of square miles to every school and the proportion of male scholars to the male population of school-going age:—

Schools in different districts.

District.	Area in square miles.	Male population.	Number of schools for boys. Public institutions. Department-al.	Municipal Board.	Under private management.	Private institutions. Advanced teaching.	Elementary teaching.	Total.	Number of boys in Public institutions. Department-al.	Municipal Board.	Under private management.	Private institutions. Advanced teaching.	Elementary teaching.	Total.	Average number of square miles to every school.	Percentage of scholars to population of school-going age.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Akola ...	2,660	308,046	151	4	65	2	2	224	8,473	496	1,208	50	30	10,257	11·9	22·2
Buldana ..	2,804	225,243	93	...	65	...	...	158	5,144	...	1,026	..	..	6,170	17·7	18·3
Do. excluding Mehkar .	[1,799]	[158,073]	[75]	[..]	[51]	[..]	[..]	[126]	[4,012]	[...]	[850]	[..]	[...]	(4,862)	(14·3)	[25]
Basim ...	2,958	185,071	57	...	55	..	...	112	3,060	...	752	..	..	3,812	26·4	13·7
Amraoti ..	2,759	298,031	118	4	70	.	9	201	7,774	593	1,568	.	113	10,048	13·7	22·5
Wun . ..	3,907	201,491	54	..	28	...	8	90	2,916		436	...	70	3,422	43·4	11·3
Ellichpur	2,623	162,590	86	5	35	1	5	132	4,764	532	694	11	106	6,107	19·9	25
Do. excluding Melghat .	[974]	[40,373]	[84]	[5]	[35]	[1]	[5]	[130]	[4,712]	[532]	[694]	[11]	[106]	[6,055]	[7·5]	[28·9]
Total ...	17,711	1,380,492	559	13	318	3	24	917	32,231	1,621	5,684	61	319	39,816	19·3	19·2

In the number of schools and scholars, Akola, as usual, occupies the foremost place. Amraoti stands next, and it is not far below the first district. In the percentage of scholars to the population of school-going age it is slightly higher than Akola. If we exclude Melghat from Ellichpur, there is a school for every seven square miles in that district, and nearly 29 per cent. of the male population of school-going age are at school. If the schools in the Daryapur Taluk had been better attended, this last percentage would have been still higher. Colonel Menzies says that the Mehkar Taluk in the Buldana District "shows badly in regard to area per school and percentage of scholars to population of school-going age," and adds: "It is little use writing about district average when the figures for the three taluks compare so badly." I have, therefore, entered in the table given above figures for the Buldana District exclusive of the Mehkar Taluk. It will be observed that I have here given information regarding the progress of the schools for boys only. The subject of female education will be treated of separately (*vide* Section VI).

7. The income of the department from all sources during the year under report may thus be compared with that for the previous year:—

The income of the department.

			Rs.	a.	p.	Rs.	a.	p.
Provincial Revenues ...	1884-85	...	...			2,21,132	14	2
	1885-86	...	...			2,31,369	6	7
Revenues from local sources. Educational Cess Receipts ..	1884-85	...	97,233	9	9			
	1885-86	...	98,686	6	2			
Fees realized in High and Middle Schools.	1884-85	...	11,102	2	9			
	1885-86	...	12,625	15	3			
Do. Primary Schools ...	1884-85	...	24,165	0	0			
	1885-86	...	26,087	0	11			
Grants from Town Fund ...	1884-85	...	1,136	0	5			
	1885-86	...	1,104	6	0			
Municipal Contributions ...	1884-85	...	1,673	15	8			
	1885-86	...	7,944	12	5			
Popular Contributions ...	1884-85	..	3,072	8	3			
	1885-86	...	2,141	2	11			
Miscellaneous ...	1884-85	...	4	3	6			
	1885-86	...	...					
	1884-85		...			1,38,387	8	4
	1885-86		...			1,48,589	11	8
Total ...	1884-85		...			3,59,520	6	6
	1885-86		...			3,79,959	2	3

The total income of the year is larger than that of the preceding year by upwards of Rs. 20,000. The income from provincial revenues is always equal to the net expenditure from that source, and has increased by about 10,000 rupees. The increase in the receipts from the local sources is about the same, the income from every such source, except town fund, popular contributions, and miscellaneous, having increased more or less. The increase and decrease under the several heads will be accounted for in the following paragraphs.

Receipts from the Educational Cess.

8. The following statement shows the demand on account of the Educational Cess and the actual receipts for the last two years :—

		Akola	Buldana.	Basim.	Amraoti.	Wun.	Ellichpur.	Total.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a p	Rs. a. p.	Rs a. p.
Demand.	1884-85	28,205 0 5	15,475 11 6	9,088 9 6	24,587 6 3	8,385 10 11	14,771 3 0	1,01,113 10 1
	1885-86	28,156 11 2	15,536 3 6	9,422 12 9	25,014 0 0	8,481 7 0	14,805 12 3	1,01,416 14 8
Actual Receipts.	1884-85	25,787 13 8	15,235 6 10	8,871 9 0	24,587 6 3	8,257 2 3	14,494 3 9	97,233 9 9
	1885-86 ..	28,812 5 9	14,886 1 3	9,262 13 3	25,032 4 3	3,919 11 2	14,773 2 6	98,686 6 2

There is on the whole a slight increase both in the demand and the actual receipts if the figures for the year under report be compared with those of the preceding year. In Akola and Basim Districts there is a slight falling off in the demand, and in Buldana and Wun there is a falling off in the receipts. In Akola and Amraoti the amount of the receipts is slightly larger than the demand, whereas in all the other districts, and especially in Wun, it is smaller. The total demand for this year exceeds the actual receipts by nearly three thousand rupees.

Fee receipts.

9. The following table shows the amounts realized from fees in all the Government schools during the last three years :—

Schools.	1883-84.			1884-85.			1885-86.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
High Schools ...	1,676	8	0	2,733	8	0	3,397	8	0
Middle Schools ...	6,055	6	9	8,368	10	9	9,228	7	3
Primary Schools ...	21,882	8	3	24,165	0	0	26,087	0	11
Total ...	29,614	7	0	35,267	2	9	38,713	0	2

The receipts from this source have considerably increased during the year, though there has been no change in the rates in the schools of any class, and the number on rolls has not very largely increased. The rise in the amount realized has been correctly attributed in all the district reports to the increase in the number of boys studying the higher standards, for which fees at higher rates are charged in all the classes of schools.

Municipal contributions.

10. The following statement shows the amounts spent on schools by the several municipalities in the province :—

Municipality.	Income of the Municipality for 1885-86.	Fees credited to the Municipal Fund.	Popular contributions to Municipal Board Schools.	Total income.	Expenditure. School Establishments, Grants in-aid, &c. Boys' Schools. Government Anglo-Vernacular.	Boys' Primary. Government.	Boys' Primary. Municipal Board.	Boys' Primary. Aided.	Boys' Primary. Total.	Girls' Primary. Government.	Girls' Primary. Municipal Board.	Girls' Primary. Aided.	Girls' Primary. Total.	Original works and furniture.	Repairs to schools.	Fees of boys.	Miscellaneous.	Total.	Percentage of the contributions to the Municipal income.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	R. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p	Rs. a p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Akola	31,265 8 3	455 15 0	156 9 3	31,877 0 6		...	1,254 4 11		1,254 4 11	..	145 0 0	.	145 0 0	320 1 1	.	..	56 11 4	1,776 1 4	5·5
Akot	7,922 0 0	...		7,922 0 0	...	300 0 0			300 0 0	...	..	.		...	.	...	..	300 0 0	3·7
Khamgaon	38,805 15 2	245 13 0	.	39,051 12 2	...	1,069 12 10	...	...	1,069 12 10	210 8 0	...	...	210 8 0	.	5 13 9	..	..	1,286 2 7	3·2
Shegaon	6,460 4 7	...	..	6,460 4 7	118 6 3	...	...	...	118 6 3	..	...	...		...	15 0 0	..	.	133 6 3	2·05
Basim	5,671 11 9	.	..	5,671 11 9	.		.	..		103 2 10	...	...	103 2 10		.	.	...	103 2 10	1·8
Amraoti	40,815 4 0	612 14 0	30 6 9	41,458 8 9	185 0 0	..	1,413 5 7	...	1,598 5 7	...	595 10 3		595 10 3	238 0 0	.	.	17 8 0	2,449 7 10	5·9
Ellichpur	15,273 2 6	492 7 6	1 0 0	15,766 10 0	48 0 0	...	1,524 9 8	..	1,572 9 8	.	...		..	68 13 11	.	24 0 0	231 0 0	1,806 7 7	13·02
Total ...	1,46,213 14 3	1,807 1 6	187 0 0	1,48,207 15 9	351 6 3	1,369 12 10	4,192 4 2	..	5,913 7 3	313 10 10	740 10 3	...	1,054 5 1	626 15 0	20 13 9	24 0 0	305 3 4	7,044 12 5	5·3
Total for 1884-85 ...	1,31,507 4 6	...	.	1,31,507 4 0	250 0 0	460 0 0	120 0 0	..	830 0 0	414 12 8	...	150 0 0	564 12 8	75 0 0	226 3 5	46 0 0	...	1,742 0 1	1·32

Since the Municipalities were relieved of the police charges, they have been able to incur increased expenditure on schools, and all of them have consented to contribute a portion of the cost of education within their limits from the 1st April 1885. The Municipalities at Amraoti, Akola, and Ellichpur have agreed to pay half the cost of the primary schools in the respective towns and have undertaken the management of the institutions. None of the other committees has consented to undertake the management of the schools; but the Municipality at Khamgaon has agreed to bear the whole expenditure on primary education in that town, Akot has consented to pay Rs. 300 a year and Shegaon Rs. 10 a month. Thus all the Municipalities, except that at Basim, have spent larger amounts on education during 1885-86 than in the previous year. They not only spend moneys on Government schools, but bear their due share of expenditure incurred on account of the grants made to aided schools. This year no actual expenditure on aided schools has been incurred, though grants have been earned by masters of indigenous schools in some of the towns, and the amounts will be paid in the current year. The Municipal Committee at Basim continues to pay half the cost of the female school in that town. It will be observed that, whereas Amraoti spends the largest amount on its schools, Ellichpur spends the largest percentage (12) of its income on education. The proportion which the expenditure on the schools bears to the total municipal income is about the same at Akola and Amraoti.

Popular contributions.

11. The amounts contributed by the people for different objects during the year were as follows:—

District.	School houses.	Repairs to schools.	Pay of assistant masters.	School furniture and other appliances.	Gymnastic apparatus.	Prize-books and slates to pupils.	Fees for poor boys.	Miscellaneous.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola	175 10 9	42 6 0	41 0 0	38 4 0	13 0 0	52 4 0	118 9 0	101 11 6	582 13 3
Buldana		73 6 0	64 0 0	54 12 0		40 6 0	72 15 3	16 12 0	322 3 3
Basim				22 8 0	30 0 0	17 4 0	31 11 0	7 1 0	108 8 0
Amraoti		52 11 0	36 0 0			40 6 0	252 3 9	99 6 3	480 5 6
Wun	150 0 0	1 8 0	153 0 0	54 12 0	9 8 0	19 0 6	55 14 0	35 4 0	478 14 6
Ellichpur	285 0 0	*102 0 0	30 0 0	38 2 0	119 0 0	35 5 6	59 0 0	110 0 8	779 1 2
Total	610 10 9	271 15 0	324 0 0	208 6 0	171 8 0	204 4 6	590 14 0	370 3 5	2,751 13 8
Total for 1884-85.	2,199 5 6	668 14 0	40 0 0	513 15 6	292 10 6	464 13 3	714 13 6	353 5 6	5,271 13 9

The falling off in the total amount of popular contributions is more apparent than real inasmuch as the cost of the buildings provided by the inhabitants of the villages in which new schools were opened during the year has not been included in the statement. New schools for boys are not, as a rule, started unless the villagers supply suitable accommodation. In 1885-86, 66 boys' schools were opened in different districts and 64 houses were given by the people. If the average price of each building be taken to be one hundred rupees, the total cost of the school-houses provided by the people during the year would amount to Rs. 6,400. Thus it will appear that the real assistance given by the people during the year was much greater than in 1884-85. In some cases school-houses were built by the liberality of single individuals, and here I beg to bring to your notice the public spirit and interest in education shown by Govind Ruikar, Patel of several villages in the Wun District. He has built suitable school-houses at his own expense at Nanza, Katri, and Pimpalgaon and has accommodated the school at Sonegaon in a portion of his own house. A singular instance of liberality on the part of a wealthy lady is reported from the Akola District. Bhagirthi Bai, a female member of a well-known Deshmukh family at Panchgawhan, offered, through Mr. Gabusing, Special Magistrate at Akot, a sum of Rs. 500 towards the construction of a building for the female school at Akot, and the offer has been thankfully accepted.

Expenditure of the department.

12. The total expenditure on education is shown in the following statement:—

Heads.	Provincial Revenues.	Educational Cess.	Fees.	Town Fund.	Municipal Fund.	Subscriptions.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction	18,801 4 1	...	...	...	...	...	18,801 4 1
Inspection	29,598 11 10	454 10 11	...	...	...	...	30,053 6 9
Government Schools, General ... — Secondary Schools. — High for Boys ...	16,188 7 8	...	3,108 10 0	...	...	37 0 0	19,334 1 8
Government Schools, General ... — Secondary Schools. — Middle for Boys.	47,462 5 3	...	7,070 15 7	72 0 0	351 6 3	167 0 0	55,123 11 1
Government Schools, General ... — Primary Schools. — For Boys	77,457 7 10	64,469 2 4	14,148 15 5	72 0 0	1,384 12 10	1,146 7 3	1,58,678 13 8
Government Schools, General ... — Primary Schools. — For Girls	947 8 10	2,971 8 1	400 1 9	840 6 0	319 8 7	40 10 3	5,519 11 6
Municipal Board Schools . — For boys	..	3,231 0 4	897 14 1	...	3,281 0 4	37 5 9	7,447 4 6
Municipal Board Schools . — For girls	48 4 0	499 5 8	210 10 7	...	524 5 8	5 10 0	1,288 3 11
Grants-in-aid to Public Schools under private management	5,795 4 3	...	...	120 0 0	...	...	5,915 4 3
Government Schools, Special Training Schools	9,342 11 1	...	...	...	...	...	9,342 11 1
Scholarships	9,128 0 8	...	...	...	...	...	9,128 0 8
Encouragements to Vernacular Literature	25 0 0	...	...	...	...	...	25 0 0
Government Book Depot	3,053 0 7	...	...	...	...	...	3,053 0 7
Buildings	13,128 11 8	39,771 4 2	...	...	120 7 3	...	53,020 7 1
School furniture	...	...	8,500 2 5	...	...	413 14 6	8,914 0 11
Miscellaneous	392 8 10	1,310 9 6	1,382 14 6	...	287 13 10	373 3 5	3,747 2 1
Total ...	2,31,369 6 7	1,12,707 9 0	35,720 4 4	1,104 6 0	6,269 6 9	* 2,221 3 2	3,89,392 3 10
Total for 1884-85 ...	2,21,132 14 2	1,18,920 10 4	27,779 2 0	1,136 0 5	1,673 15 8	3,072 8 3	3,73,715 2 10
Difference ...	+ 10,236 8 5	— 6,213 1 4	+ 7,941 2 4	— 31 10 5	+ 4,595 7 1	— 851 5 1	+ 15,677 1 0

This does not include amounts contributed for school-houses, the exact expenditure of which is not known in this office.

The total expenditure of the year is greater by upwards of Rs. 15,000 than that of the preceding year. Of this increase, more than 10,000 rupees were debited to provincial revenues, from which larger amounts were spent chiefly on school-houses, inspection, and grants-in-aid. The rise in the number of Government primary schools (*vide* para. 4) would, under ordinary circumstances, have caused an increase in the expenditure from the educational cess, but municipal contributions and fees have relieved the cess this year to a great extent, and expenditure on school-houses from that source was smaller than in the previous year. The rise in the expenditure from fees was due partly to the increased income from that source and partly to the fact that expenditure on furniture, bonuses, and such other items which were hitherto debited to the cess has during the year been met from fees.

Budget grant and actual expenditure.

13. The following statement shows the sanctioned budget grant and actual expenditure under each head:—

Provincial Revenues.

Head of expenditure.	Budget grant.			Actual expenditure.			Excess.			Savings.		
	Rs.	a.	p.	Rs.	a.	p	Rs.	a.	p	Rs.	a	p.
Direction ...	19,400	0	0	18,801	4	1	..			598	11	11
Inspection ...	29,525	0	0	29,598	11	10	73	11	10	...		
Government Schools, General. High ..	23,248	0	0	19,049	5	11	...			4,198	10	1
Middle ...	58,007	0	0	55,416	9	2	...			2,590	6	10
Primary ...	78,200	0	0	77,995	12	10	...			204	3	2
Government Schools, Special ...	10,132	0	0	9,342	11	1	...			789	4	11
Scholarships	9,738	0	0	9,128	0	8	...			609	15	4
Miscellaneous. Government Book Depôt	16,550	0	0	16,299	5	6	...			250	10	6
Miscellaneous. Encouragement to Vernacular Literature ...	200	0	0	25	0	0	..			175	0	0
Grants-in-aid ..	6,820	0	0	5,795	4	3	...			1,024	11	9
Stationery and Printing ..	1,000	0	0	392	8	10	...			607	7	2
Total ..	2,52,820	0	0	2,41,844	10	2	73	11	10	11,049	1	8
Deduct— Departmental Receipts...	24,640	0	0	25,872	4	2	1,232	4	2	...		
	2,28,180	0	0	2,15,972	6	0	—1,158	8	4	11,049	1	8
Add	.			.			...			1,158	8	4
Total savings ...	...			...			...			12,207	10	0
Add— Expenditure on school-houses, repairs, &c., not included in the Comptroller's figures, but communicated by the Examiner, Public Works Accounts ..	...			15,397	0	7	...			...		
Total ..	..			2,31,369	6	7	...					

Educational Cess.

Clerks in the Deputy Inspectors' Offices, Akola and Amraoti ...	480	0	0	454	10	11	...			25	5	1
Government Schools, General.												
Primary Schools ..	*1,46,211	2	10	*1,41,519	14	11	...			4,691	3	11
Payments by results, bonuses ...	3,600	0	0	339	6	0	...			3,260	10	0
Miscellaneous ...	650	0	0	317	4	6	...			332	11	6
House-rent .	316	0	0	39	8	0	...			276	8	0
School furniture and apparatus ...	7,050	0	0	...			...			7,050	0	0
Original works ...	59,000	0	0	39,771	4	2	...			19,228	11	10
School-repairs ..	12,500	0	0	11,579	6	4	...			920	9	8
Clerks in Deputy Commissioners' Offices, Akola and Amraoti ...	600	0	0	496	9	9	...			103	6	3
Superannuation allowance.	...			496	11	3	496	11	3	...		
Total ..	2,30,407	2	10	1,95,014	11	10	496	11	3	35,889	2	3
Deduct increase ...	...			...			...			496	11	3
Net savings ...	...			...			...			35,392	7	0

* These amounts include the Provincial and Municipal contributions of Rs. 77,000 and Rs. 5,307-2-10 respectively for the establishments of primary schools.

The saving under the *High Schools* is due to the salaries of the Acting Head Master and First Assistant in the Akola High School being smaller than the sanctioned amounts in consequence of the continued absence of the permanent head master on leave and to the actual expenditure on miscellaneous contingencies having fallen short of the allotments for the purpose. The savings under *Middle Schools* will be explained in the next paragraph. The saving under *Grants-in-aid* is owing to the rise in the number of aided schools being not so great as was expected The saving from the Educational Cess Fund under *Primary Schools* is due partly to retrenchments and appointments on lower salaries and partly to the number of new schools opened during the year having been smaller than what was contemplated. The savings under bonuses, house-rent, school furniture, and miscellaneous are owing to the expenditure on these items having been met from fees during the year (*vide* the preceding paragraph). The saving under *Original Works* is owing to all the projected school-houses having not been built during the year. The variations under the other heads do not seem to require any explanation.

Comparative statement of expenditure.

14. The following statement shows the expenditure from all sources under each head in the years 1884-85 and 1885-86 —

Heads	1884 85. Amount	1884 85. Per centage.	1885 86 Amount	1885 86 Per centage	Increase	Decrease.
	Rs a p		Rs a p		Rs a p	Rs a p
Direction	20 157 6 9	5 4	18,801 4 1	4 83		1,356 2 8
Inspection	26 363 8 9	7	30,053 6 9	7 73	3,689 14 0	
Government Schools, General — Secondary Schools, High for boys	19 436 7 4	5 2	19,334 1 8	4 96		102 5 8
Government Schools, General — Secondary Schools, Middle for do	56 336 14 8	15 07	55,123 11 1	14 16		1,213 3 7
Government Schools, General — Primary Schools, For boys	157,685 1 9	42 19	158,678 13 8	40 75	993 11 11	
Government Schools, General — Primary Schools, For girls	3,824 13 8	1 02	5,519 11 6	1 42	1,694 13 10	
Municipal Board Primary Schools, For boys	122 15 1	03	7,447 4 6	1 91	7,324 5 5	
Municipal Board Primary Schools, For girls			1,288 3 11	33	1,288 3 11	
Grants in-aid to public schools under private management	4,915 5 6	1 3	5,915 4 3	1 52	999 14 9	
Government schools, Special, Training School	8 376 1 4	2 3	9,342 11 1	2 4	966 9 9	
Scholarships	9,026 11 0	2 4	9,128 0 8	2 34	101 5 8	
Encouragement to Vernacular Literature	150 0 0	04	25 0 0	006		125 0 0
Government Book Depot	3,753 10 6	1	3,053 0 7	78		700 9 11
Buildings	51,821 10 10	13 9	53,020 7 1	13 61	1,198 12 3	
School Furniture	7,633 7 9	2 04	8,914 0 11	2 29	1,280 9 2	
Miscellaneous	4,110 15 11	1 1	3,747 2 1	96		363 13 10
Total	3,73,715 2 10		389,392 3 10		19,538 4 8	3,861 3 8

The decrease under *Direction* is owing to the late Director's furlough allowance having been charged to this head in 1884-85 in addition to the substantive pay and acting allowance of the Educational Inspector who officiated for him for six months in that year. The increase under *Inspection* is due partly to the cause just stated, partly to the appointment of a Sub-Deputy Inspector during the year, and partly to the furlough allowance of the Deputy Inspectors of Basim and Buldana having been charged to this head in addition to the salaries of the acting incumbents. The decrease under *Middle Schools* is owing to the expenditure on the primary branches of some of the Anglo-Vernacular schools having been transferred to the head *Primary Schools* The increase under the *Government and Municipal* primary schools is due to the rise in the number of those schools The falling off in the percentage of expenditure on Government primary schools for boys from 42 2 to 40 75 is due to the fact that some of the institutions which were formerly classed as Government primary schools have been included under Municipal schools this year. It may be added that the percentage of the total expenditure on Government and Municipal primary schools for boys has slightly risen from 42 22 to 42 66. The increase under *Grants-in-aid* is due to larger grants having been made to the aided schools under the revised rules. The increase under *Government Schools, Special,* is owing to the expenditure on pupil-teachers, who were appointed during the year for being trained as schoolmasters, having been included under this head. The other variations do not call for any remarks.

Expenditure from fees realized in Government primary schools.

15. The following statement shows the expenditure incurred from fees realized in Government primary schools :—

District.	Balance in the beginning of the year.	Receipts during 1885-86.	Total.	Expenditure.										Amounts credited to Educational Cess.	Balance at the end of the year.
				Teachers.	Contingencies and prizes.	House rent and repairs to schools.	Library books and maps.	Purchase and repair of furniture.	School compounds and gardens.	Bonuses to successful teachers.	Miscellaneous.	Total.			
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
Akola	6,765 5 6	7,154 6 6	13,919 12 0	...	2,168 2 9	321 1 9	336 3 0	1,781 2 6	1,070 7 0	386 0 0	141 9 3	6,204 10 3		4,380 2 3	3,334 15 6
Buldana	4,859 9 6	4,129 9 3	8,989 2 9	376 12 3	1,229 10 10	76 5 0	194 15 11	519 10 8	83 3 0	217 0 8	295 2 2	2,989 12 6		4,031 3 0	1,968 3 3
Basim	3,400 9 6	*2,586 0 6	5,986 10 0	..	964 8 6	102 13 0	161 1 7	264 1 3	83 8 0	121 0 0	112 1 10	1,759 2 2		2,384 6 3	1,843 1 7
Amraoti	10,153 14 7	6,158 4 3	16,312 0 10	..	1,824 0 6	403 10 0	307 6 0	1,914 2 4	257 15 3	845 0 0	362 1 5	5,894 3 6		10,134 13 4	283 0 0
Wun	2,518 0 10	2,388 1 11	4,906 2 9	53 14 5	763 9 6	53 12 0	122 15 3	638 0 0	133 12 0	213 0 0	272 0 0	2,250 15 2		1,100 0 0	1,555 3 7
Ellichpur	6,020 2 3	3,670 12 6	9,690 14 9	...	1,241 3 6	130 6 6	150 3 0	601 5 1	..	228 8 0	48 10 0	2,400 4 1		4,446 7 11	2,844 2 9
Total ...	33,717 10 2	26,087 0 11	59,804 11 1	430 10 8	8,188 3 7	1,088 0 3	1,272 12 9	5,718 5 10	1,558 13 3	2,010 8 8	1,231 8 8	21,498 15 8		26,477 0 9	11,828 10 8
Tota for 1884-85 ...	26,396 12 5	24,165 4 0	50,562 0 5	296 5 5	7,778 7 6	933 11 11	1,661 11 2	2,906 1 10	2,173 13 5	...	1,704 11 3	16,753 14 6		...	33,808 1 11

* Includes Rs. 30-6-0 on account of sale proceeds of old furniture and maps.

The orders of the Resident regarding the formation of a common fee fund for each taluk have been successfully carried out during the year under report, and the receipts are now deposited in the Postal Savings Banks. Expenditure on certain items which were formerly chargeable to the educational cess is now incurred from fees, and to this extent the cess is relieved; hence the increase in expenditure from the former fund. It will be observed that portions of the accumulated balances from fees have been credited to the cess.

The balance at the close of the year is smaller in the Amraoti District because, (1) through some misapprehension of the orders on the subject, the

whole of the balance at the end of 1884-85 was paid into the Amraoti Treasury, and (2) expenditure on purchase and repair of furniture is not only larger than in any other district, but is more than double of that incurred in the same district in the previous year. This is probably due to the opening of new schools to which the necessary furniture was supplied all at once. It will also be observed that the amount spent on bonuses is by far the largest in that district.

Receipts and disbursements.

16. The receipts and disbursements of the department may be summarized as follows :—

Receipts.

		Rs. a. p.	Rs. a. p.	Rs. a. p.
Balance on 31st March 1885.	In the Treasury ...	1,51,207 15 0		
	With school committees	33,717 10 2		
			1,84,925 9 2	
Amount drawn in the year from General Revenues.	From Departmental budget grant ...	2,15,972 6 0		
	From Public Works grant	15,397 0 7		
			2,31,369 6 7	
Receipts from the Educational Cess ...		... ...	98,686 6 2	
Receipts from fees and other local sources ...	The amount that passed through the Treasury.	13,730 5 3		
	That did not pass through the Treasury ...	36,173 0 3		
			49,903 5 6	
				5,64,884 11 5

Disbursements.

Direction	18,801 4 1		
Inspection	30,053 6 9		
Instruction (including all charges other than Direction and Inspection) ...	3,40,537 9 0		
		3,89,392 3 10	
Balance on 31st March 1886. In the Treasury ...	1,63,663 12 11		
In the Post Office Savings Bank ...	11,828 10 8		
		1,75,492 7 7	
			5,64,884 11 5

As I have said above, the net expenditure from provincial revenues is considered to be the income from that source, and consequently the balances in the treasury on the 31st March 1886 and on the corresponding day of the previous year belong to the Educational Cess Fund. It will have been seen from the statements given in the preceding paragraphs that the income from the educational cess during the year was Rs. 98,686, and expenditure from that fund was Rs. 1,12,707. Under the orders of the Resident it has been decided to construct school-houses from the accumulated balance and to meet all other expenditure from the income of the year. The amount of expenditure above mentioned included Rs. 39,771 spent on school-houses, and this sum has swelled the expenditure. The expenditure on establishments and all other items, with the exception of original works, was considerably less than the income, and there is still some room for an increase in the number of schools. The increase in the balance in the treasury, as well as the decrease in the balance of fees realized in primary schools, is owing to about Rs. 26,000 from the latter fund having been credited to the cess during the year. Since the orders for keeping together the balance of each taluka were received, the separate balances formerly kept with school com-

mittees were collected together in each taluk and kept in the Postal Savings Bank at the tahsil station. Amounts sufficient for current expenditure were kept in the savings banks, and the remainder was paid into the treasury and credited to the cess.

Lump grants and result grants to aided schools.

17. The following statement shows the grants awarded to aided schools during the year under report as well as in the previous year :—

Year.	Schools aided by fixed monthly grants.		Schools aided by result grants.					Total.	
	Number of schools.	Amount received from Government including prizes	Number of schools.	Proficiency.	Capitation	Prizes.	Total amount.	No.	Amount.
		Rs a. p		Rs. a. p	Rs. a. p	Rs. a. p	Rs. a. p		Rs. a. p.
1884-85 ...	6	907 3 0	248	2,510 9 0	1,097 0 0	341 14 3	3,949 7 3	254	4,856 10 3
1885-86 ...	3	456 15 6	262	4,154 9 6	1,830 12 6	356 6 3	6,341 12 3	265	6,798 11 9

The total amount of grants to aided schools has increased by nearly Rs. 2,000. The system of aiding schools by fixed monthly grants may be said to have failed in Berar. The number of such schools was 10 in 1882-83, 8 in 1883 84, 6 in 1884-85, and 3 during the year under report. It may be stated, however, that none of the three schools which have been omitted in the list of these schools this year has been closed. One of them has been converted into a Government school, and the others are classed as Municipal schools. The increase in the amount of result grants is owing both to an increase in the number of schools aided and of scholars examined, and to the greater liberality of the new rules. It may be observed that the amounts shown under result grants are the amounts *earned* by the masters, and not the moneys actually disbursed during the year. These latter are shown in para. 12.

II.—Controlling Agencies.

18. This year I passed chiefly through Akola, Amraoti, Ellichpur, and Wun Districts and visited many places which had not been seen by the Director for some years, such as Kayar and Bori in Wun, Pinjar and Patur Nandapur in Akola, and Tiwasa and Kurha in Amraoti. I travelled 512 miles by rail and 679 by road, and inspected 152 schools of all classes.

19. The Director of Public Instruction was, as usual, ably assisted in the work of inspection and other duties by the late Mr. Bajaba Ramchandra Pradhan, Educational Inspector. The lamented death of this gentleman, having taken place in April last, belongs properly to the history of the current year, but I may be allowed to state that by his death the department has sustained a very great loss. His searching inspections, his strict supervision of the schools committed to his care, his cheerful readiness in carrying out faithfully the letter and spirit of the orders of his superiors, the sound sense and thorough independence with which he delivered his opinions on important departmental questions whenever he was consulted, and, above all, his high sense of duty and untiring energy made him an extremely valuable officer. The vacancy caused by his death has not yet been filled up.

20. The late Educational Inspector held the annual examinations of all the Anglo-Marathi schools in the province, conducted the certificate and

annual examinations of the Training College with the assistance of some other officers in the department, assisted the Director in examining the pupils of the high schools, examined candidates for vernacular scholarships from both the high schools, and, in addition to all this, visited 153 primary schools in the course of his tour throughout the province. He travelled 846 miles by rail and 1,137 by road.

The status of the Deputy Inspectors.

21. During the year under report the Resident was pleased to raise the status of the Deputy Educational Inspectors by ordering that their permanent appointments should be submitted for the sanction of the Resident, and that all their appointments, whether permanent or temporary, should be published in the *Residency Orders*. The salaries of these officers have also been made *personal* instead of *local* as heretofore.

Changes in the Inspecting Staff.

22. There have been some changes in the staff of subordinate inspecting officers. A Sub-Deputy Educational Inspector has been appointed to assist the Deputy Inspectors of Amraoti and Akola in the work of inspection. Mr. Noorkhan, the Hindustani Deputy Educational Inspector, who was on two years' furlough, having retired after a long and faithful service, Mr. Mahomed Hussain, the officiating incumbent, was confirmed in the appointment. Mr. Rishi, the Deputy Educational Inspector of Basim, proceeded on one year's and Mr. Mudholkar, of Buldana, on six months' furlough in December last. Mr. Bhat, the Principal of the Training College, and Mr. Chiplunkar, B. A., the Acting First Assistant in the Akola High School, were respectively appointed to officiate for the absentees. The changes of officers at this time of the year interfered much with the work of inspection, but the acting incumbents successfully endeavoured to make up for the loss by energy and hard work which have been noticed with satisfaction by the Deputy Commissioners.

The work of the Deputy Inspectors.

23. All the Deputy Educational Inspectors assist in the examination of the high schools. They also conduct the examinations of candidates for entrance into the Training College and for middle school exhibitions. The Deputy Educational Inspectors of Akola, Amraoti, and Ellichpur work as *ex-officio* members of the Municipal Committees at their head-quarters, their appointments having been made in accordance with a recommendation of the Education Commission. Their work of inspection is shown in the following statement:—

Deputy Educational Inspector.	Area of the district in square miles	Description of schools.	No. of schools in the district on 31st March 1886.	No. of schools inspected. Once.	No. of schools inspected. Twice and more than twice.	Total No. of visits to all schools.	No. of scholars on roll on 31st March 1886.	No. examined at the first inspection.	No. of days in the district.	No. of miles travelled. By rail.	No. of miles travelled. By road.	No. of miles travelled. Total.	Distance travelled by ordinary road for each visit.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Akola District	2,660	Government—Middle schools—Boys ...	8	5	3	254	1,259	...	162	464	1,135	1,599	4·5
		Do. —Primary schools—Boys and girls ...	153	67	35		7,367	2,420					
		Jail schools ...	1	...	1		72	24					
		Municipal Board schools—Primary—Boys and girls.	5	...	5		529	336					
		Under private management—Primary— do. ...	69	42	1		1,295	589					
Sub-Deputy Inspector, Akola and Amraoti Districts.		Government—Primary schools—Boys and girls ..	...	56	..	89	...	1,349	96	202	414	616	4·7
		Under private management—Primary schools—Boys and girls ...	...	33	..		...	314					
Buldana District ..	2,804	Government—Middle schools—Boys ...	4	3	1	158	833	...	144	17	1,112	1,129	7
		Do. —Primary schools—Boys and girls ...	96	72	24		4,525	2,242					
		Under private management—Primary schools ...	65	33	...		1,031	283					
Basim District ..	2,958	Government—Middle schools—Boys ..	1	1	..	129	329	..	175	...	1,233	1,233	9·6
		Do. —Primary schools—Boys and girls ..	57	33	23		2,767	1,409					
		Under private management—Primary schools ...	55	48	...		752	343					
Amraoti District ...	2,759	Government—Middle schools—Boys ..	6	4	.	178	988	.	135	66	818	884	4·6
		Do. —Primary schools—Boys and girls ..	115	100	4		6,759	6,300					
		Jail schools ...	1	..	1		66	55					
		Municipal Board schools—Primary—Boys and girls,	[illegible]	...	7		755	522					
		Under private management—Primary—Boys and girls ..	50	49	1		1,705	931					
Sub Deputy Inspector, Akola and Amraoti Districts		Government—Primary schools—Boys and girls .	...	34	...	61	..	1,421	49	46	377	423	6·2
		Under private management—Primary—Boys and girls ...	...	27	...		...	437					
Wun District	3,907	Government—Middle schools—Boys .	2	..	2	160	383	..	156	...	1,205	1,205	7·5
		Do. —Primary schools—Boys and girls ..	53	8	45		2,585	1,674					
		Under private management—Primary—Boys and girls ...	36	35	..		500	294					
Ellichpur District.	2,623	Government—Middle schools—Boys .	3	1	2	190	485	..	150	..	1,163	1,163	6·1
		Do. —Primary schools—Boys and girls ..	85	40	50		4,349	2,357					
		Municipal Board schools—Primary—Boys and girls ..	5				534						
		Under private management—Primary—Boys and girls ..	43	34	1		871	297					
Deputy Educational Inspector, Hindustani Schools, Hyderabad Assigned Districts...	17,711	Government—Middle schools—Boys ...	2	1	1	101	80	49	230	718	1,135	1,853	11
		Do. —Primary schools—Boys and girls ..	61	61	...		3,053	1,888					
		Municipal Board schools—Primary—Boys and girls ...	6	6	..		498	285					
		Under private management—Primary—Boys and girls ...	37	20	...		602	98					
		Total ...	...	822	207	1,320		25,427	1,297	1,513	8,592	10,105	
		Total for 1884-85 ...	.	696	208	1,138	..	18,201	1,085	776	7,330	8,106	

It will be observed that the work of the Sub-Deputy Educational Inspector, which has been shown separately for Akola and Amraoti, has increased all the totals. Thus the total number of visits paid to schools during 1885-86 was 1,320 against 1,138 in 1884-85, the number of days spent in the district has increased from 1,085 to 1,297, and the number of miles travelled by road from 7,330 to 8,592. Even if the figures entered against the Sub-Deputy Inspector were deducted from the totals for the year under report, the balance would show increased activity during the year on the part of the inspecting officers. The Hindustani Deputy Educational Inspector was out of his head-quarters for 230 days in the year against 208 in 1884-85, and the Deputy Educational Inspectors of Basim and Wun remained in the district for 175 and 156 days against 151 and 110 respectively in the previous year. The Deputy Inspector of Akola worked in the district for five days more than in the previous year, and the figures entered against only three officers show no improvement.

24. The work of inspection has much increased, especially in the larger districts, and I think it will be found necessary to appoint another Sub-Deputy Inspector soon. I must also say that the rules under which the work is performed and which were sanctioned by the Resident in 1876 have either been misunderstood or are impracticable. These rules were embodied in the instructions to the Deputy Inspectors quoted on the 31st page of the Report on Public Instruction for 1876-77. For ready reference I reproduce the following extracts:—

"You will observe that, for the convenience of schools and of Deputy Educational Inspectors, the period of travelling and inspection has been limited to seven instead of eleven months, but during these seven months I expect constant and systematic moving and better inspection. The first and thorough inspection of schools will commence in the month of August, in which the Deputy Inspector will examine all the schools at his sadar station and such of the neighbouring ones as he can conveniently go to, not however with the intention of returning the same day. In the beginning of September he should

set out on his tour, proceeding in a direction which may appear to be suited for moving just at the close of the rainy season, and not return until he has finished half the number of Government, Aided, and Private schools in his district. If he returns to the sadar station after this amount of work, he is not to stay there for more than four or five days, unless specially required to do so for some particular business. The next trip will be in the opposite direction, and in that he will finish the first examination of all his schools.

"Two or three of the Deputy Inspectors in the province may require about four months to get over this work; others may not require half the time, but I hope all of them will spend the first four months usefully for the improvement of the schools. * * * *

"After the first examination of his schools is over, the Deputy Inspector may return to the sadar station if he wishes for a week or so before commencing his second movements, which should be in the order of the first ones." * * * *

These rules do not seem to have worked very satisfactorily. If the inspecting officers were really able to travel for seven months during the year, almost continuously from September to March, the quantity of inspection work performed by them would probably be sufficient, but it is found that, while the implied portion of the arrangement, *viz.*, that the officers should remain at the head-quarters for five months from April to August, is faithfully carried out, excuses are readily, and not always unreasonably, urged for departure from the other and more important portion, *viz.*, that the Deputy Inspectors should spend the other seven months mostly in inspection work in the districts. As the quality of the work performed by the District Inspectors is excellent and makes up for the deficiency in quantity, the schools are on the whole kept in an efficient condition. But the state of the province has much changed since the rules were framed; Government and private schools are rapidly increasing; the May vacation, which formerly kept educational institutions in an inefficient state for a month or two after they were re-opened, has been abolished for the primary schools, and it is now very desirable that the quantity of inspection should be considerably increased. It was not intended by the Resident (*vide* Second Assistant Resident's letter, No. 566, dated 28th August 1876,) that the inspecting officers should do no inspection work at all during five months, from April to September, and I think it unreasonable to expect them to move continuously for seven months from September to March, especially as they have to conduct examinations and do other work at the head-quarters, and they are often required to see the Deputy Commissioners. Considering all the circumstances, I have issued instructions that they should be engaged in inspection duty out of head-quarters *for at least* 180 *days* during each year. As the District Deputy Inspectors have much work at the head-quarters, and as most of the roads from village to village are impassable in Berar during the rains, the number of minimum days thus prescribed is not too small, nor is it too large, inasmuch as I find from the former reports that some officers have spent 190 or even 195 days in the district in previous years, and it will be seen from the statement given above that, though no inspection work was performed out of the head-quarters in the Basim District for more than a month in the travelling season, or from the 17th November to the 21st December 1885, in consequence of the furlough granted to the permanent incumbent, the number of days spent in the district by the permanent and acting officers together was 175 during the past year. I hope that these instructions will have the desired effect. They are not applicable to the Hindustani Deputy Inspector, because he has little work at the head-quarters, and he always spends a larger number of days in inspection.

25.. I have already stated that the *quality* of the inspection work performed by the staff is generally very satisfactory. Most of the Deputy Commissioners speak highly of their work, and from my inspection of the schools, as well as from the perusal of the elaborate inspection reports received through the district officers, I am able to say that I entirely concur in their opinions.

Visits of District Officers and their Assistants

26. The number of visits paid by the Deputy Commissioners and their Assistants to

schools in their districts is shown below :—

Officers.	Akola.	Buldana.	Basim.	Amraoti.	Wun.	Ellichpur.	Total number of visits.	
							1885-86.	1884-85.
Deputy Commissioners...	23	15	30	22	20	41	151	140
Assistant and Extra Assistant Commissioners.	14	11	14	29	13	50	131	98
Tahsildars	70	36	25	40	14	126	311	248
Total ...	107	62	69	91	47	217	593	486

All the officers visited more schools in 1885-86 than in the preceding year. The cordial co-operation of the Deputy Commissioners with the Departmental Officers and the kind interest they take in educational progress have effected a great change in the appreciation of education on the part of the people. Their visits to schools are frequently followed by an increase in attendance, and this was particularly marked this year in some villages in the Buldana District. Colonel Menzies remarks: "There is no doubt that a good talking stirs up committees and village officers and helps to fill the benches." Several of the thirty Government schools visited by the Deputy Commissioner of Basim during 1885-86 had not been visited by officers for years. He took the outlying ones principally. He also visited every indigenous school he came across. Such hearty interest is taken by each and all of the district officers, and the progress that has been made is chiefly due to their assistance.

It will also be observed that there is a marked increase in the number of visits paid to schools by the Assistant and Extra Assistant Commissioners and Tahsildars. When the majority render valuable assistance, it is very difficult to particularise individuals, but in what way the Tahsildars become useful may be seen from the following extract from the report of the Deputy Educational Inspector, Ellichpur, in which he speaks of the assistance rendered to education by the Tahsildars of Ellichpur and Daryapur:—"Some of the backward schools which, owing to the indifference of the people, were in a state of collapse have, through the efforts of the Tahsildars, revived. The beneficial effects arising from their influence with the people are already manifest in the improvements which some of the schools have made. Their cordial co-operation is therefore deserving of every acknowledgment."

Municipal Committees

27. The Municipal Committees of Akola, Amraoti, and Ellichpur have been formally added to the "Controlling Agencies" during the year under report. Although the number of actual visits paid to the schools by the members is not great, these bodies evince on the whole an intelligent interest in the progress of education in their towns. In Akola Mr. Deorao Vinayek, the Vice-President, and the Special Educational Sub-Committee, of which Mr. D. V. Bhagwat, B.A., L.L. B., and Mr. Salimkhan are the non-official members, have done much for their schools. In Amraoti Messrs. Vishnu Hari and Balwantrao Khot are reported to be "the prominent members in visiting the schools, in looking into the general management and assisting and encouraging the girls' schools by presents, &c., to the pupils." At Ellichpur Mr. P. B. Limaye and Mr. Khawja Balnddin, Daroga, are stated to have shown much interest in the schools in the town and the suburbs.

School Committees.

28. The number of visits paid by School Committees to schools during the last five years

is shown below:—

District.	1881-82.	1882-83.	1883-84.	1884-85.	1885-86.
Akola ...	85 ...	87 ...	79 ...	116 ...	106
Buldana ...	67 ...	98 ...	106 ...	102 ...	94
Basim. ...	43 ...	36 ...	36 ...	73 ...	51
Amraoti ...	142 ...	113 ...	132 ...	216 ...	64
Wun ...	65 ...	65 ...	51 ...	56 ...	74
Ellichpur. ...	61 ...	119 ...	150 ...	128 ...	147
Total ...	463 ...	518 ...	554 ...	691 ...	536

The number of visits has fallen off in all the districts except Wun and Ellichpur, but it is stated* that "there are several committees whose members do visit the schools and take warm interest in them, but through ignorance do not record their visits." This remark is, of course, applicable to every year and cannot be accepted as a satisfactory explanation for a *decrease* in the number of visits. It must be mentioned, however, that there are many members of school committees who give real assistance to the masters whenever they are called on to do so, though they rarely visit the schools and seldom care to record remarks. The truth is that in the majority of schools everything depends on the master. The commitees are generally favorably reported on in places where the masters are thoroughly efficient and conciliating, and no exertions of a committee can ever improve a school of which the master is lazy or incompetent. The members of committees can only help those who help themselves. There is no doubt, however, that there are many committees, especially in backward districts, who are extremely indifferent. The Deputy Commissioner of Basim says: "I regret to have to say that, as a rule, I found the committees in this district taking no interest whatever in the schools, never going near them or assisting in any way, and their books for recording their visits a blank. I tried to instil into them their duties, and promises as usual were plentiful." Time alone can effect a salutary change in this state of things, and the department must perhaps wait till the present generation passes away. Colonel Mackenzie remarks: "In connection with our male schools, the work of school committees on the whole is disappointing, though, as at Brahmanwada, there are a few praiseworthy exceptions, but the fact is, till the older uneducated generation which contributes the personnel of these committees passes away, we cannot hope for much." Colonel Menzies says that, "when the rising generation are old enough to become members of school committees, those bodies will become more practically useful." The Deputy Commissioner of Amraoti thinks that the members at present think it a nuisance to be on the committee, but that "this must wear away when local self-government comes into force."

* *Vide* para. 23 of the Akola Deputy Inspector's report.

29. I give below the names of the school committees or particular members who are reported by the Deputy Educational Inspectors to have given real assistance to the schools:—

Committees or men who have rendered assistance.

District.	Names of School Committees or Individuals.
Akola ...	Gabusing of Akot; Yadava Rao Deshpande of Pinjar; Shivbax Ganeshdas of Lakhanwada; Jagu Prasad of Akoli; Maruti Balwant, Pandya of Danapur; Jayram, Patel of Sanglood; Kadarbhai Bohori of Akola; Shivram Khedsidas and Rumbhaji, Patels of Pahurjira; Ajabsing, Jamadar of Pimpri Gowli; Ootamrao and Mukundrao, Deshmukhs of Moondgaon: Luxumanrao, Deshmukh of Hiwarkhed; and Luxuman Janrao, Jagirdar of Toonki.
Buldana ...	The Officiating Deputy Inspector thinks well of all the committees and does not particularize anybody.

District	Names of School Committees or Individuals.
Basim	... The committees at Basim (Girls' School), Gobhani, Sirpur, Yeranda, Mothegaon, Assegaon, Dhamni, Umarkhed, Jamb, Marsul, and Pophali.
Amraoti	... The Deputy Inspector says that there are a few committees which are useful, but he does not mention names.
Wun	... The Committees at Wun, Kayar, Yeotmal (Hindustani), Ghatanji and Manikwada.
Ellichpur	... The Committees at Babhali and Brahmanwada.

III.—University Education.

Berar University scholars

30. The more stringent conditions attached to the holding of scholarships in the Bombay University which were mentioned in the last report came into force only this year, and their effect remains yet to be seen. The results, however, of the higher University examinations of the scholars from Berar were not unsatisfactory in 1885-86 The following statement shows the number of scholars from Berar studying in the Bombay Colleges on the 31st March 1886 and on the last day of the previous year, and the examinations passed by them during 1885-86:—

Name of College.	No of Scholars on 31st March		No. who passed during the year.			
	1885.	1886.	P. E	First B. A	B A.	Total.
Elphinstone College ...	2	2	...	1	1	2
Deccan College	7	5	3	...	...	3
Total ...	9	7	3	1	1	5
Total for 1884-85 ...			3	3	...	6

This result includes only those successful pupils who hold, or have held, Berar University scholarships. In addition to the above, one of the students from the high schools of this province who could not get a scholarship has passed the "First B. A." examination, and another the "previous" examination. Amongst the Berar pupils who passed this last-mentioned test was Saifudin Lalkhan Pathan, the Mahomedan scholar who was mentioned in para. 30 of the last year's report. He was the only Mussulman who passed out of the 13 Mahomedan candidates who appeared at the "previous" examination in Bombay and got the Sir Frank Souter Scholarship.

IV.—School Education—General.

(a)—*Secondary Schools.*

Statistics of secondary schools.

31. The usual information regarding all the secondary schools in the province is given in the following table :—

Schools.	No. of institutions on 31st March.		No. on roll on 31st March		Average No. on roll monthly during		Average daily attendance during		Direct expenditure from Provincial Revenues.		Fees.		Town and Municipal Funds and Subscriptions.		Total.		Annual cost of educating each pupil. Total cost.		Cost to Provincial Revenues.	
	1885.	1886.	1885.	1886.	1884-85.	1885-86.	1884-85.	1885-86.	1884-85.	1885-86.	1884-85.	1885-86.	1884-85.	1885-86.	1884-85.	1885-86.	1884-85.	1885-86.	1884-85.	1885-86.
									Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola High School ...	1	1	139	155	133	135	117	113	8,294 12 7	7,883 14 5	1,244 9 5	1,555 6 0	...	...	9,539 6 0	9,449 4 5	71 11 7	69 15 10	62 5 10	58 7 6
Amraoti High School.	1	1	134	179	156	146	139	129	8,606 3 4	8,294 9 3	1,290 14 0	1,553 4 0	...	57 0 0	9,897 1 4	9,884 13 3	68 7 1	67 8 5	55 2 8	56 12 11
Middle or Anglo-Vernacular Schools	24	24	5,188	4,277	4,536	4,033	3,501	3,158	46,137 4 6	47,463 5 3	7,338 9 8	7,070 15 7	861 0 6	590 6 3	56,336 14 8	58,123 11 1	12 6 7	13 7 5	10 9 8	11 9 6
Total	26	26	5,454	4,611	4,827	4,374	3,757	3,400	65,038 4 5	63,650 12 11	9,874 1 1	10,179 9 7	861 0 6	627 6 3	75,773 6 6	74,457 12 9	13 11 1	17 0 4	13 7 4	14 8 10

Includes the number of pupil-teachers attached to the Anglo-Marathi School, Mehkar.

In the high schools the number on the rolls on the 31st March has increased, but the average number on the rolls monthly has fallen off in the Amraoti High School and only slightly risen at Akola. The reason of this is that for the first seven months of the year 1884-85 the numbers on the rolls of the high schools included Hindu and Mahomedan boys studying a portion of the middle course, whereas during the whole year 1885-86 the high schools contained pupils studying the high school course only. For the same reason the cost per pupil has increased in the Amraoti High School, though the actual expenditure was slightly less in the year under report than in 1884-85. In the Akola High School the cost per pupil as

well as the total expenditure has fallen off. The income from fees having increased in both the schools, the percentage of the total expenditure borne by this source of revenue has risen from 13 to about 16 in each of the institutions. The apparent falling off in the attendance in the middle class schools has already been explained (*vide* para. 5), but it will be observed that the decrease in the average number on the rolls and the average daily attendance is much less than in the number on roll on the 31st March. Consequently the rise in the average cost per pupil is much smaller than might have been expected on account of the transfer of the primary branches of some of the Anglo-Vernacular schools to the management of the Municipal Committees. It has been contemplated to raise the rates of fees with a view to making the secondary schools more self-supporting and encouraging the opening of such institutions under private management. When I receive replies from all the Deputy Commisioners whose opinions have been invited on the subject, I will submit my proposals for orders.

High schools.

32. The results of the examinations of all the classes in both the high schools during the last two years are shown in the following table:—

High School.		Matriculation Class.					Standard X.				Standard IX.				Standard VIII.				Total.				
		On roll.*	Examined.	Passed.	Berar scholarships won.	Prizes gained.	On roll.*	Examined.	Passed.	Prizes gained.	On roll.*	Examined.	Passed.	Prizes gained.	On roll.*	Examined.	Passed.	Prizes gained.	On roll.*	Examined.	Passed.	Berar scholarships won.	Prizes gained.
Akola	1884-85	14	5	5	.	1	14	11	4	2	34	33	17	7	37	32	16	3	99	81	42	.	13
	1885-86	14	10	5	.1	2	34	28	17	9½	34	32	15	4	50	44	25	11	132	114	62	1	26½
Amraoti	1884-85	21	10	6	3	.	28	21	13	10	33	30	18	5	39	33	27	9	121	94	64	3	24
	1885-86	19	11	9	2	2	26	24	16	1½	35	34	21	7	54	45	26	...	134	114	72	2	10½
Total	1884-85	35	15	11	3	1	42	32	17	12	67	63	35	12	76	65	43	12	220	175	106	3	37
	1885-86	33	21	14	3	4	60	52	33	11	69	66	36	11	104	89	51	11	266	228	134	3	37

* In the beginning of the official year.

Matriculation.

33. Satisfactory as the result of the Matriculation Examination was in 1885, the success of the candidates from the high schools of Berar was still more gratifying during the year under report. Twenty-one candidates from this province appeared this year for the examination, and 14 of them passed the test. As I said in my last year's report, the number of successful candidates from Berar never exceeded eight up to 1883, but this year the Amraoti High School alone passed nine boys. Out of the total number of 2,262 candidates who appeared for the examination from all the parts of the Bombay Presidency and its neighbourhood, 837 or 37 per cent. passed, while the percentage of successful candidates from Berar was 67. Five out of ten boys passed from the Akola High School and nine out of eleven from Amraoti. This result is highly creditable to the head masters. Mr. Vishnu Moreshwar Mahajani, M.A., Officiating Head Master of the Akola High School, has, with his usual energy, exerted himself successfully to raise the tone of the institution of which he has been in charge since April 1884, and one of his pupils stood second in the order of merit amongst the passed candidates from this province and was thus entitled to a Berar Scholarship which had not fallen to the lot of the Akola High School since 1880. Mr. Raghunath Balkrishna Talvalkar, B. A., Officiating Head Master of the Amraoti High School, has, by hard and conscientious work, achieved an unprecedented success and fully maintained the reputation of the high school as the first educational institution in the province.

Results of the examination of the lower classes.

34. In the lower classes of both the high schools larger numbers of boys were examined and passed in 1885-86 than in the preceding year. In the Akola High School 104 boys appeared for the examination from

the three lower classes, and 57 or nearly 55 per cent. passed, while in 1884-85 the numbers of examinees and passes were respectively 76 and 37. In the Amraoti High School the number of pupils presented for examination has increased from 84 to 103, and the number of passed boys from 58 to 63. The percentage of passes has risen in Akola from 49 to 55, while in Amraoti it has fallen off from 69 to 61, while on the whole it has slightly decreased (from 59 to 58). Considering that there were several changes in the staff in the institutions during the year, the results on the whole are not, I think, very unsatisfactory. It will be observed that, though the percentage of passes has increased in the Akola High School, that at Amraoti is still higher, but that the pupils of the former institution have won a far larger number of prizes than those of the latter.

Boarding houses.

35. The boarding institutions both at Akola and Amraoti have been suffering from want of sufficient accommodation. An additional cook-room is soon to be built at Akola; and, when the office of the Director of Public Instruction is removed to Amraoti, the want of sufficient lodging accommodation will cease to be felt. In the Amraoti High School the extensions to the boarding house have commenced, and the long-felt want will be supplied during the current year. The following statement shows the present condition of the boarding establishments attached to the high schools as compared with that of the preceding year:—

Locality.		Number of Boarders on 31st March		Average monthly number of boarders during		Average monthly cost for each boarder.	
		1885.	1886.	1884-85	1885-86.	1884-85.	1885-86.
						Rs. a. p.	Rs. a. p.
Akola	Hindus	44	27	32	40	4 13 11	4 8 10
Amraoti	Hindus	58	61	62	58	4 15 5	5 2 7
	Mahomedans	14	14	11	12	2 15 1	2 14 3

The number of boarders in the institution attached to the Akola High School has considerably fallen off, and it is explained that some poor boys have opened a separate boarding house in the town. This separation of poor boys from the comparatively rich ones is reported to have proved satisfactory to all. While the former are able to get their food at a cheaper rate than the others by living on a simpler and harder fare, the number in the main boarding house is, says the head master, "more manageable, the food is better cooked, and the cook himself, seeing that boys may do without him, has become more reasonable." It is remarkable that, while at Amraoti the average cost for each Hindu boarder has increased, it has fallen off at Akola. As the affairs of the establishments are managed by the boarders themselves under the general supervision of a master in each high school, this difference probably shows that the inmates of the Hindu boarding house at Amraoti are on the whole richer than those at Akola. The Mahomedans continue to board at a very small cost.

Middle class schools.

36. As has been already stated, five of the middle class schools, *viz.*, those which are situated within the municipal limits of Amraoti, Akola, and Ellichpur, have been shorn of their primary branches, and they now teach the lower secondary course only. The rest continue to have primary branches attached to them. Most of them are now allowed to teach the full middle course, and two of them (those at Malkapur and Ellichpur Cantonment) continue to teach a standard of the high school course in addition. The Resident has recently sanctioned the proposal that the teaching of this standard should be allowed to be introduced into the Anglo-Vernacular school in any town

the inhabitants of which promise to bear the extra charge involved in the change. The following are the conditions on which this permission is to be granted:—

(*a*) that there are at least eight qualified pupils in the town to form an eighth standard class;

(*b*) that there is sufficient room in the school-house for the accommodation of an additional class.

(*c*) that the higher teachers in the schools are fit to teach standards higher than those which were hitherto taught by them;

(*d*) that a sum of Rs. 180 is paid into a Government treasury in the beginning of each school year or before the 1st of November by the parents of the pupils who desire to study the eighth standard, or any other persons on behalf of them. If this sum is paid, the boys shall have to pay no fees as long as their number does not exceed 15. When the number does exceed 15, each of the additional boys shall have to pay one rupee a month, the rate now charged to boys studying the eighth standard.

The boys studying standard VIII in the Anglo-Vernacular schools at Malkapur and Ellichpur were examined with the pupils studying the same standard in the High Schools. The result of the examination held during the year under report may thus be compared with that of the preceding year:—

Year.	Malkapur.		Ellichpur.		Total.	
	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.
1884-85	11	5	9	8	20	13
1885-86	8	4	8	5	16	9

The schools did not do so well this year as they did in 1884-85. Both the institutions presented and passed smaller numbers of boys, but it will be observed that both passed 50 or more than 50 per cent. of the pupils examined. The result of the Ellichpur School is slightly better than that of the other institution.

Results of the examinations in the middle course.

37. In the following statement the results of the examinations in all the standards of the middle course are compared with those of the previous year:—

Year.	Standard VII.		Standard VI.		Standard V.		Total.	
	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.
1884-85 ...	145	90	326	202	388	214	859	506
1885-86 ...	196	137	339	182	497	276	1,032	595

There is an increase in all the columns with the exception of the number passed in standard VI, which has slightly fallen off. The schools may, therefore, be said to have done well on the whole. It will be observed that the number of passes under standard VII or the highest standard of the middle school course has risen by more than 50 per cent.

High school entrance examination.

38. During the year under report the high school entrance examination was held in the seventh standard for the first time. 83 candidates from the Anglo-Marathi schools appeared for the examination at Akola and 79 at Amraoti. The number of boys who passed the test at Akola was 63, and 57 were considered fit to be admitted into the Amraoti High School. As usual the middle schools at Amraoti and Akola, which are respectively the principal feeders of the high schools in those towns, sent the largest number of successful candidates. Many other schools acquitted themselves satisfactorily at this examination, but special mention may be made of those at Basim, Murtazapur, and Jalgaon. Five boys from the Anglo-Urdu school at Amraoti were admitted into the Hindustani side of the local high school. The schools at Malkapur and Ellichpur Cantonment, having classes under standard VIII, did not, of course, send any boys for the entrance examination in Standard VII, and the comparatively backward schools at Morsi, Argaon, Daryapur, and Deulgaon Raja had no boys to send. In all these institutions, except that at Argaon, there are classes under the seventh standard this year, and it is hoped that they will adequately feed the high schools next year. In the Akola Anglo-Hindustani School also the teaching of the seventh standard has been introduced during the year.

The work of the masters.

39. I quote the following passage regarding the work of the masters of the Anglo-Vernacular schools from the report which the late Educational Inspector wrote just before his lamented death:—

"In judging of the work of the Anglo-Vernacular schools, it is to be borne in mind that the masters have now to teach larger classes than before, that they have to teach higher standards since the introduction of the seventh standard, that the growing requirements of the examinations demand more intelligent instruction, and that some of the schools have to work with insufficient staff of teachers. The improved results which have been shown above will bear testimony to the earnest endeavours on the part of the masters to do their work well."

Middle schools in different districts.

40. The distribution of the Anglo-Vernacular schools among the different districts may be seen from the following table:—

District.		No. of Anglo-Vernacular schools.	Total number on rolls.	Number learning English or the number under the middle course.	No. of passes in Secondary Standard.	Fees collected.
						Rs. a. p.
Akola ...	...	8	1,259	525	209	2,810 7 0
Buldana ...	...	4	833	254	84	1,665 1 9
Basim ...	...	1	329	113	59	647 15 0
Amraoti ...	...	6	988	387	153	2,180 4 3
Wun ...	...	2	383	98	38	642 6 0
Ellichpur ...	...	3	485	177	52	1,282 5 3
	Total ...	24	* 4,277	1,554	595	9,228 7 3
Total for ...	1884-85 ...	24	5,188	1,372	464	8,368 10 9
	1883-84 ...	22	4,355	1,044	359	6,055 6 9
	1882-83 ...	22	4,247	921	317	5,541 3 0
	1881-82 ...	22	4,050	733	249	4,934 2 0

* Includes five pupil-teachers.

Though there is a falling off in the total number on the roll, which is, as stated before, due to the transfer of the primary branches of some of the middle schools to municipal management, the amounts of fees realized during the year have increased. It will be observed that there has been a steady improvement in secondary education during the last five years. Since 1881-82 the number of boys under the middle course has more than doubled, and the same remark applies to the number of passes in the secondary standards.

The number of middle class schools having remained the same, there has been no change in the relative positions occupied by the several districts as regards the progress of secondary education. Akola stands at the head of the list, and, though Basim has only one school, it has a larger number of boys learning English and of passes under the secondary standards than Wun, which has two schools.

Scholarships and exhibitions.

41. The Resident has been pleased to sanction an increase in the number of scholarships and exhibitions tenable in our secondary schools at an additional cost of Rs. 32 *per mensem*. Hitherto there was no fixed distribution of scholarships among different standards either in the high schools or the Anglo-Vernacular schools, and there was nothing to prevent a collection of an unduly large number of exhibitioners in a single class under certain circumstances. The consequence of this was that the number of scholarships available every year for candidates for entrance into the high or middle school was not fixed, and sometimes it so happened in some institutions that no places could be made available for bright pupils whose poverty prevented them from entering the schools without the aid of an exhibition. It was also found necessary to redistribute the scholarships among the several Anglo-Vernacular schools and to effect an improvement in the mode in which they were awarded. All this has been effected by the introduction of the scheme which has been sanctioned. The number of scholarships and exhibitions allowed to the two high schools from the 1st January 1886 is as follows:—

High School.	Number of scholarships allowed from 1st January 1886.					
	Vernacular scholarships of Rs. 10 each.		Ordinary exhibitions.		Special for Mahomedans Rupees 5.	Total.
	For Marathi.	For Urdu.	Rupees 6.	Rupees 5.		
Amraoti High School ...	2	1	8	8	3	22
Akola High School ...	2	...	8	8	...	18
Total ...	4	1	16	16	3	40
Total monthly value in Rs. ...	40	10	96	80	15	241

Each of the institutions is thus allowed 16 general exhibitions, four being held in each class. Eight of these exhibitions are of the value of Rs. 6 each and the others of Rs. 5. By this arrangement four exhibitions will be available every year for candidates for the entrance examination of each high school. The changes in the number of exhibitions allowed

to the middle class schools and in the mode of awarding them will be learnt from the following extract from the instructions issued to the inspecting officers :—

"The Resident has sanctioned a redistribution of exhibitions tenable in the middle class schools, and from the 1st of January 1886 the number allowed to the several institutions will be as follows :—

District.	Name of school.	Number of exhibitions to be allowed from 1st January 1886.		
		Special exhibitions for Mahomedans of Rs. 5.	Ordinary exhibitions of Rs. 4.	Total.
Amraoti ...	Amraoti Anglo-Marathi ...	...	6	6
	Do. Anglo-Hindustani ...	2	5	7
	Karanja Anglo-Marathi ...	...	6	6
	Talegaon do.	...	6	6
	Morsi do.	...	6	6
Akola ...	Akola do.	...	6	6
	Do. Anglo-Hindustani ...	2	5	7
	Akot Anglo-Marathi	...	6	6
	Khamgaon do.	...	6	6
	Balapur do.	...	6	6
	Jalgaon do.	...	6	6
Buldana ...	Malkapur do. ...	...	8	8
	Chikhli do. ...	...	6	6
	Mehkar do. ...	...	6	6
Basim ...	Basim do. ...	...	9	9
Wun ...	Yeotmal do. ..	...	6	6
	Wun do. ...	...	6	6
Ellichpur ...	Ellichpur Cantonment Anglo-Marathi.	...	8	8
	Daryapur do. ...	...	6	6
	Total ..	4	119	123
	Total value in Rupees ...	20	476	496

"It will be observed that one middle class school in each taluk has, *as a rule*, been allowed six exhibitions. In such taluks as have more than one Anglo-Marathi school (as Chikhli, Murtazapur, and Ellichpur) only one institution has been allowed exhibitions. As the Basim District has only one middle school for three taluks, the Anglo-Vernacular school at the head-quarters has been, as a special case, allowed nine exhibitions. The schools at Malkapur and Ellichpur teach the eighth standard, and therefore two more exhibitions have been allowed to each of these institutions.

"It is intended that the exhibitions allowed to each of the Anglo-Marathi schools should be equally divided among the different English-learning classes, and that the number of exhibitioners admitted into an Anglo-Marathi school each year should be fixed. * * * *

"The result of this arrangement will be that the two scholarships held in the highest class will become vacant every year, and these should be awarded to new comers. * * *

"It will be observed from the number of exhibitions attached to each school that two new exhibitioners will be regularly admitted every year into every Anglo-Marathi school except Basim, into which three will be admitted. These exhibitions will be tenable for three years except in the case of the schools at Malkapur and Ellichpur Cantonment, in which they will be tenable for four years. * * *

"The present practice of admitting new exhibitioners into the Anglo-Hindustani schools by means of an examination held at Amraoti or Akola by the Hindustani Deputy Educational Inspector will continue until further orders. The Resident has also sanctioned a change in the mode of awarding exhibitions tenable in the Anglo-Marathi schools. Hitherto the Deputy Inspectors chose promising boys at the time of the inspection of the primary schools. The consequence of this was that exhibitioners were not nominated at one and the same time, the selected students were often of unequal attainments, and the

qualified students from schools which are usually examined after the vacancies are filled up never got a chance of obtaining any of the exhibitions. In future a scholarship examination shall be held every year in the fourth standard at the head-quarters of each district by the Deputy Educational Inspector, and the vacant exhibitions will be awarded to those who pass the test with the highest number of marks."

(*b*).—*Primary Schools.*

Extension of primary education.

42. In pursuance of the orders of the Resident quoted in paragraph 38 of the last year's report, 66 new schools were opened during the year. As stated before (*vide* para. 11), new schools are not opened unless people provide suitable accommodation. The principle of requiring the people to give or build a house before a school is opened was laid down* by the Resident before the Educational Department was organized in Berar, but it has not hitherto been strictly adhered to. Now, however, when we are not far from the limits of our income, it is impossible for Government to build houses for all the new schools that are required, and the orders must be strictly followed. In the Basim District there were 24 applications for new schools in the beginning of the year; "but," says the Deputy Commissioner, "as it was compulsory to provide a fitting school-house before a master could be given, nothing came of these applications." The Deputy Educational Inspector of Wun says that the rule that the people should provide a school-house is felt to be very hard, and that many villages lose the chance of getting schools on this account alone. Colonel FitzGerald is of opinion that the rule should not be relaxed in favour of the people wishing to have Government schools in their villages, and I concur in the opinion. When the people see that the authorities are firm, they will either provide school-houses before asking for Government schools or start schools of their own.

* The following is an extract (paragraph 30) from the Educational Manual :—

"Before the formation of the Educational Department in Berar, the Resident, in authorizing the Commissioner to establish new schools, wrote as follows :—

'Mr. Yule does not think we could in any way reckon on the permanency of the voluntary contribution system, and he therefore does not approve of its introduction; but, whenever the inhabitants of a village will agree to build a good school-house and keep it in repair, masters will be provided at the Government expense."

Schools for boys under public management.

43. I shall, as usual, commence an account of the primary schools by giving information regarding the institutions of the class which are under public management. Consequently this and the following three paragraphs will treat of departmental and municipal primary schools. The numbers of schools and scholars on the 31st March are compared in the following table with those on the corresponding day of the previous years :—

District.		Number of schools on 31st March		Number of scholars on 31st March		Average number on the rolls monthly during the year		Average daily attendance.	
		1885.	1886	1885	1886	1884-85.	1885-86	1884-85.	1885-86.
Akola ...	Government ...	112	141	6,001	7,049	5,908	6,541	4,361	4,845
	Municipal ...	1	4	46	496	46	506	29	367
Buldana ...	Government ..	86	89	4,366	4,323	3,998	4,331	2,995	3,167
Basim ...	Government ...	56	56	2,790	2,739	2,573	2,716	1,871	1,935
Amraoti ...	Government ...	101	111	6,371	6,626	6,059	6,362	4,644	4,753
	Municipal ...	....	4		593	..	534	...	428
Wun ...	Government ...	50	52	2,579	2,567	2,400	2,561	1,816	1,903
Ellichpur .	Government	72	83	4,186	4,290	3,850	3,988	2,738	2,841
	Municipal ...	...	5	...	534	...	526	...	381
Total ...	Government ...	477	532	26,293	*27,594	24,788	26,499	18,425	19,444
	Municipal ...	1	13	46	1,623	46	1,566	29	1,176
	Grand Total ...	478	545	26,339	29,217	24,834	28,065	18,454	20,620

* Includes 20 pupil teachers.

The table shows a decided improvement. The number of schools has increased by about 14 per cent., the total number on the rolls by 10 per cent., and the average number on rolls and the average daily attendance by about 12 per cent. The number on the rolls shows a smaller increase because a large number of marriages in March temporarily affected the attendance in that month.

Progress during the last three years.

44. The following table shows the number of schools and scholars during the last three years:—

Year.	No. of schools.	No. of scholars.	Average No. on roll.	Average daily attendance.
1883-84	429	23,872	23,432	16,180
1884-85	478	26,339	24,834	18,454
1885-86	545	29,217	28,065	20,620

The schools have been steadily advancing during the last three years, and since 1883-84 the number of institutions has increased by 27 per cent. and the number of pupils by 22 per cent.

Expenditure.

45. The following table shows the total expenditure and the cost of educating each pupil in the municipal and departmental primary schools of all the districts:—

District.		Fee Receipts.	Expenditure.					Cost of educating each pupil.	
			Provincial Revenues.	Educational Cess.	Municipal Fund.	Other Local Funds.	Total.	Total cost.	Cost to Provincial Revenues.
		Rs a. p.	Rs. a. p	Rs. a p.	Rs.. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p	Rs. a p.
Akola	Government	7,108 10 9	18,512 1 4	18,293 4 8	1,384 12 10	4,483 12 6	42,673 15 4	6 8 4	2 13 3
	Municipal	455 15 0		1,000 10 4	1,050 10 4	203 10 7	2,254 15 3	4 7 3	
Buldana	Government	4,096 6 0	13,069 11 5	9,881 8 5		2,361 10 2	25,312 14 0	5 13 6	3 0 3
Basim	Government.	2,580 11 6	9,993 14 0	6,488 10 3		1,394 2 7	17,826 10 10	6 9 0	3 10 10
Amraoti	Government	6,130 3 6	15,321 6 1	15,952 9 2		3,762 8 6	35,036 7 9	5 8 1	2 6 7
	Municipal	585 8 3		959 2 4	959 2 4	454 3 3	2,372 7 11	4 7 1	
Wun	Government	2,382 5 5	7,778 7 0	5,776 2 0		1,562 2 5	15,056 11 5	5 14 0	3 0 7
Ellichpur	Government	3,661 13 0	12,782 0 0	8,126 15 10		1,863 2 6	22,772 2 4	5 11 4	3 3 3
	Municipal ..	492 7 6		1,271 3 8	1,271 3 8	277 6 0	2,819 13 4	5 5 9	
Total		27,494 0 11	77,457 7 10	67,700 2 8	4,665 13 2	16,302 10 6	1,66,126 2 2	5 14 8	2 12 1
Total for 1884-85		24,079 1 0	77,758 7 11	64,939 0 5	601 15 0	14,385 10 5	1,57,685 1 9	6 5 9	3 2 2

The figures in this table will speak for themselves. While the fee receipts and expenditure incurred from all the local funds have increased, the expenditure from provincial revenues has slightly fallen off, and there is a perceptible decrease in the cost of educating each pupil. The cost to provincial revenues has fallen off by 12 per cent., while the total cost has decreased by only 7 per cent. This difference is owing to the fact that the additional schools started this year caused an increase in the expenditure from local sources, and there has been no increase in the provincial grant to primary schools. The proportion of the total expenditure on Government primary schools in Berar borne by provincial revenues is 48·8 per cent. This percentage is 43·4 in the Akola District and 43·7 in Amraoti. In all the other districts more than half the expenditure is borne by the provincial revenues, their income from local funds being comparatively small. Of all the districts, Akola is the richest in its local resources, and the proportion of its expenditure borne by provincial funds is the smallest. Amraoti stands next to it in both respects.

Results of examinations.

46. The results of the examinations of primary schools under public management held by the inspecting officers are given below:—

District.	Number of pupils examined.	Number passed under standards							Percentage of passes.
		I.	II.	III.	IV.	V.	VI.	Total.	
Akola	4,520	939	677	422	300	58	3	2,399	53
Buldana	2,872	722	592	384	210	55	14	1,977	68·8
Basim	1,662	334	303	155	89	24	7	912	54·9
Amraoti	4,378	1,138	840	602	319	64	...	2,963	67·7
Wun	1,944	446	296	146	81	17	...	986	50·7
Ellichpur	2,509	651	467	276	181	37	...	1,612	64·2
Total ...	17,885	4,230	3,175	1,985	1,180	255	24	10,849	60·7
Total for 1884-85 ...	16,291	4,279	2,940	1,882	961	202	12	10,276	63
Total for 1883-84 ...	14,697	3,657	2,563	1,654	815	192	...	8,881	60·4

In the figures under the first four standards the pupils in the primary classes of those middle schools which have primary branches attached to them have been included. The total number of boys who passed the several primary standards was larger during 1885-86 than in the previous year. The increase in the number of passes is not commensurate with the increase in attendance, because the new schools, the pupils of which have caused the rise in the number on the rolls, could not, for obvious reasons, present any pupils for examinations in standards in the first year of their existence. It will be observed that the numbers of passes in all the standards higher than the first have increased. The falling off in the percentage of passes is too slight to need any remarks.

Bonuses to lower teachers.

47. The amount of bonuses awarded to deserving teachers are shown in the following statement:—

District.	Bonuses awarded in														
	Departmental Schools.								Municipal Schools.				Total.		
	Primary classes of the Anglo-Vernacular Schools.				Primary schools for boys and girls.				Primary schools for boys and girls.						
	No. of Teachers.	Amount.			No. of Teachers.	Amount.			No. of Teachers.	Amount.			No. of Teachers.	Amount.	
		Rs.	a.	p.		Rs.	a.	p.		Rs.	a.	p.		Rs.	a. p.
Akola ...	8	104	0	0	27	420	0	0	9	148	0	0	44	672	0 0
Buldana ...	3	95	8	0	28	420	8	0	...	...			31	516	0 0
Basim ...	5	103	8	0	9	121	0	0	...	...			14	224	8 0
Amraoti ...	11	198	8	0	55	845	0	0	8	129	12	0	74	1,173	4 0
Wun	4	43	8	0	21	213	0	0	...	...			25	256	8 0
Ellichpur ...	2	19	8	0	16	228	8	0	5	50	0	0	23	298	0 0
Total ...	33	564	8	0	156	2,248	0	0	22	327	12	0	211	3,140	4 0

The bonus rules were introduced in order to create a healthy emulation among the masters on lower pay. It was found in one or two districts, in the course of my tour in 1884-85, that the rules were not properly interpreted, and that some inspecting officers were too liberal in recommending these grants. When both the deserving and undeserving masters are granted rewards, the object of introducing these grants is, of course, defeated. For these and other reasons it was found necessary to revise the rules. The new rules are quoted below:—

I. Deserving teachers getting Rs. 15 and less *per mensem* shall be considered entitled to bonuses according to the following rules :—

(1) The teacher should pass at least one-third the number of pupils on roll in the first standard and half the number in each of the higher standards taught by him to entitle him to the grant. The number on roll to be the average for six months, and not for the month in which the examination is held.

(2) The rates of reward to be as follows :—

	Rs.	a.	p.
For each pupil passed in standard I ...	0	8	0
Do. do. II ...	1	0	0
Do. do. III ...	1	8	0
Do. do. IV ...	2	0	0

II. To entitle himself to bonus, a teacher must pass the requisite number of pupils in *all* the standards taught by him. No bonus will be allowed for pupils passing in one or two standards when the teacher taught more standards, and when the number of passes from the class or classes taught by him is less than 10 in Marathi and six in Hindustani schools.

III. No bonus will be allowed to a teacher unless he is favourably reported on.

IV. No teacher on Rs. 15 shall get a bonus unless he has taught a class under the fourth or higher standard. No teacher on Rs. 12 shall get a bonus unless he has taught a class under the third or a higher standard, and no teacher on Rs. 10 shall get a bonus unless he has taught a class under the second or higher standard.

V. The maximum amount of bonus that will be allowed to a teacher shall be Rs. 25.

VI. Bonuses are debitable to the fee fund, and shall always be sanctioned on the understanding that the balances would admit of the charge.

VII. If in any case the Director of Public Instruction shall consider that the granting of the bonus will not serve the purposes for which these rewards are intended, sanction shall be withheld.

Formerly the grant was made to depend on the minimum number of boys *on roll* under a master; now it depends on the minimum of boys passed by him. Under the former rules, if a master passed 18 out of 19 boys in a class, he could not get a bonus because the number in the class was less than 20, while one who passed 10 boys out of 20 could get a reward. This anomaly has been done away with by the revised rules. Now, if a master *passes* 10 boys, he gets a bonus, whatever be the number in the class. The other part of rule II. is intended to make the masters give equal attention to the classes taught by them and to prevent them from undertaking work which they cannot possibly perform. The reasons of the other rules are self-evident. In the backward districts, and especially in Wun, where the number of competent masters is comparatively small, the rules are found to be too hard. It will have been seen from the table given in the preceding para. that the percentage of boys who passed at the examinations in primary standards in Wun is the smallest in all the districts. It is not, therefore, a matter for wonder that the bonus rules should be considered hard by those who, from whatever causes, are unable to show sufficiently good results. On the whole, the rules have worked satisfactorily and introduced activity amongst the lower masters.

Jail schools.

48. The number of convicts under instruction in the jail at Akola in March last was 72 and the number at Amraoti was 66. The total number studying in the two jails was thus 138 against 96 at the close of the year 1884-85. Instruction imparted in the schools is, of course, of a quite elementary character. In the Akola school 12 convicts passed out of 24 examined under the first three standards. Of these, one passed in the third standard, five in the second, and six in the first. "There were," says the Deputy Educational Inspector, "two juvenile prisoners, but they had been admitted only recently, and much progress could not therefore be expected from them." Adults are taught in the school for one hour and the juvenile prisoners for five hours. Considering the age of the former and the short time during which they are taught, the progress made by them is not unsatisfactory. The account given of the school in the Amraoti Jail is less favorable. The Deputy Educational Inspector says :—" The time allowed

for instruction is nominally one hour, but I was informed that only a small fraction of it was really devoted to instruction. The master, who is said to have been entertained for the instruction of the prisoners, does generally some other work. Under the circumstances of the school much cannot be expected; such prisoners as have attended the so-called school have learned something indifferently."

Schools aided by fixed monthly grants.

49. Schools under private management are aided either by fixed monthly grants or by result grants made once a year at the time of the examination. There were six schools in the former class in the beginning of the year. One of these, *viz.*, the Marathi Girls' School at Akola, has been taken by the Municipal Committee of that town under their own management. The founders of the Marathi Girls' School at Murtazapur having withdrawn their support, that institution has, as stated in my former report, been converted into a Government school. The Akola Bedar School being a municipal school, has also been removed from the list. There are now only three schools aided by a fixed grant. They are as follows:—

No.	Name of Schools.	No. on roll on 31st March.	Average No. on rolls monthly.	Average daily attendance.	Sanctioned monthly grant.			No. of pupils passed in the primary standards.
					Rs	a	p.	
1	Hatroon (Akola District) Marathi Boys' School	15	12	10	5	3	4	4
2	Buldana Mission School ...	26	33	21	10	0	0	9
3	Amraoti do. ...	124	111	86	30	0	0	50
	Total ...	165	156	117	45	3	4	63

The Amraoti Mission School has been steadily improving under the able and skilful management of the Reverend Sidoba Misal. It has now 124 pupils against 98 at the end of March 1885. It passed 50 boys in the primary standards against 33 in 1884-85. As the attendance has largely increased, the Resident has been pleased to sanction a grant of Rs. 2,000 towards the construction of a suitable school-house. The attendance in the Buldana Mission School is about the same as it was last year, but the number of passes in the primary standards has increased. The Hatroon school is not well reported on, though the number on the roll continues to be about the same.

Indigenous schools.

50. The number of indigenous schools, that is those which follow the course prescribed by Government, has not undergone any perceptible change. Some indigenous schools, which were in 1884-85 classed as "private institutions," having adopted the prescribed standards, have converted themselves into "public institutions under private management," but several were closed for reasons stated in para. 2 before, the result being that the total number has remained almost the same. Had it not been for the revised rules which are far more liberal than the previous ones, the number of these institutions would have sensibly decreased. The following statement shows the number of indigenous schools, pupils examined in them, and grants earned by their masters during the year under report.

Statement.

District.	No. of indigenous schools on 31st March 1886.	No. of indigenous schools inspected and examined during 1885-86.	No. of pupils examined.	No. of schools which earned grants and prizes during 1885-86.				No. of pupils under each standard who earned grants-in-aid.							Amount of grant earned.			
				No. of indigenous schools which earned proficiency and capitation grants including prizes.	No. of indigenous schools which earned proficiency grants and prizes and not capitation grants.	No. of schools which received prizes only.	Total.	I.	II.	III.	IV.	V.	VI.	Total.	Proficiency.	Capitation.	Other grants (for prizes, maps, furniture, &c.)	Total.
															Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola ..	64	84	931	44	15	17	76	214	159	94	31	...	.	498	1,260 0 0	681 2 6	105 11 0	2,046 13 6
Buldana ..	64	34	384	28	...	6	34	117	76	47	8		...	248	596 14 0	311 4 0	46 11 0	956 13 0
Basim ...	55	49	349	18	14	7	39	125	53	20	5	3		206	469 11 6	243 12 0	37 15 6	751 7 0
Amraoti ..	69	71	1,500	22	17	10	49	96	133	69	7	.	.	305	956 13 6	334 14 0	65 15 0	1,357 10 6
Wun ...	28	35	294	10	19	2	31	96	57	19	4		1	177	355 6 6	112 8 0	29 4 6	497 3 0
Ellichpur ...	35	39	300	10	18	5	33	83	66	41	14	.		204	513 12 0	147 4 0	70 13 3	731 13 3
Total ...	315	312	3,758	132	83	47	262	731	544	290	69	3	1	1,638	4,154 9 6	1,830 12 6	356 6 3	6,341 12 3
Total for 1884-85 ...	316	312	2,735	103	106	39	248	790	488	198	75	6	..	1,554	2,510 9 0	1,097 0 0	341 14 3	3,949 7 3

Though the total number of schools on the 31st March does not show any increase, the number of institutions which earned grants has risen from 248 to 262, and the number of pupils for whom grants were earned from 1,554 to 1,638. The amounts of the grants of all kinds have increased, the proficiency grants by 65 per cent. and the total by 60 per cent. It was stated in the last year's report that the rates at which the proficiency and capitation grants were made were increased in the revised rules by 50 per cent. As the percentage of increase is larger this year, it is evident that the rise in the total amount awarded is due, not only to the liberality of the new rules, but to the increase in the number and efficiency of the pupils examined. It must be owned, however, that the number of aided indigenous schools has not been increasing as rapidly as could be desired. It is in the Basim District alone that the increase has been attributed to the promulgation of the new rules. The Deputy Commissioner says :—"The indigenous schools increased by 11, *viz.*, 7 aided and 4 unaided, and the pupils attending them increased by 197. The increase in indigenous schools is chiefly due to the introduction of the new grant-in-aid rules. In several of the schools I visited on tour I found the masters were passed pupils of Government schools. This increase in these schools is real proof that education is beginning to be appreciated by the ryots, for at these indigenous schools the boys are nearly all the sons of cultivators." In some other districts, however, there has been a falling off. The Deputy Commissioner of Ellichpur remarks :—

"Notwithstanding the desire of the Government to encourage private enterprise and our best efforts to help in that direction, it will be seen that indigenous and private schools have fallen off both in numbers and the quality of their work. The Deputy Educational Inspector rightly explains why this is so, *viz.*, for two reasons :—

1*st*—That private enterprise is so capricious in its dealings and demands that it cannot find a sufficient supply of competent masters to undertake its work; and

2*ndly*—That it is so, because Government education is open to the people at a price so cheap that private enterprise cannot possibly supply anything as good or nearly so cheap, and till it can, the rates of pay offered being sufficient to tempt competent masters with security as to retention so long as their work is good, I fear there is small hope of private enterprise coming really to the front. * * * * If then we desire to force private enterprise, we must raise the Government terms in Government institutions."

In Berar it is hard to force private enterprise on the people. Government or cess schools have already occupied a large field. The major portion of the inhabitants of all the villages pay the educational cess, and all our schools are maintained by the cess which is supplemented by a grant from provincial revenues. Virtually, therefore, the so-called Government schools

are grant-in-aid schools except as regards management, which is in the hands of Government officers. As long as Government schools (which are called cess schools in some other provinces) are cheap to the people and are available, they would naturally prefer them to private schools. A school teaching primary standards has, like every other marketable commodity, a certain value, and it must be paid by somebody if it is to be maintained in efficiency. The master of an elementary school has his price, and he must be paid either by the Government or the people. One of the Deputy Commissioners says that Government schools are extremely cheap *to the people*, and another observes that indigenous schools are very cheap *to Government*, and that each pupil attending an indigenous school costs to the State one-sixth the amount spent in educating each pupil in Government schools. We meet with various difficulties in increasing the number of indigenous schools. When the people of those villages which have no schools of any kind are asked to open schools of their own, they naturally say, why should expensive private schools be forced on us when we pay the educational cess as well as the more fortunate inhabitants of the villages which have Government schools? We have been trying to induce men trained in Government schools to open schools on their own account, and we have partly succeeded, and there are now many schools in each district under our ex-pupils. The Deputy Educational Inspector of the Wun District mentions the case of a master in a Government school who resigned his appointment in order to start a private school when the revised liberal rules for grants-in-aid were sanctioned. But it must be mentioned with regret that the people of some villages, who think rightly or wrongly that they are treated unfairly by Government in being forced to be contented with schools of their own deal unfairly with the masters of their schools. Our ex-pupils have started private schools in the hope that the pay which they would get from the people in the shape of fees, &c., together with the amounts of grants under the liberal revised rules, would be a fair remuneration; but some people render the liberality of the new rules unavailing by withholding their promised payments. The Deputy Educational Inspector of Akola says:—"The liberal rates which were introduced during the year have enabled some of the schools to hold their heads, but it is a matter for regret that the people do not behave honestly with these masters. They promise to pay fees regularly; but, when they see that the indigenous masters have received handsome amounts from Government, they hold back their own payments." The following is an extract from the Report of the Buldana Deputy Educational Inspector:—"The new rules for grants-in-aid have considerably augmented the incomes of indigenous schoolmasters, but the people, far from contributing an increased quota of the master's remuneration, often deduct proportionally from the sums contracted for and thus render the liberality of Government unavailing." The Deputy Educational Inspector of Ellichpur makes remarks to the same effect. In connection with this matter Colonel Mackenzie says in a letter lately addressed by him to me: "The effect of grants-in-aid in certain localities to indigenous schools as reported by Mr. Palekar (the Deputy Educational Inspector) is most curious, or a very ingenious contrivance to escape the burden of any payment! I am afraid the Beraries are not the only people in the world who try to get as much as they can for nothing or as little as possible, but in matters educational it is for us to be firm and to demonstrate that very little in this world worth having can be got for nothing." Under these circumstances competent men are hardly expected to accept service as private schoolmasters, and schools under private management cannot be expected to flourish as long as the people do not appreciate the value of education and do not wish to pay its proper price. There are some flourishing private schools, but they are exceptions, which go a long way to prove the rule. The first is the "poor boys' school" at Akola started by a Brahmin named Vishwanath Narayan, who is the founder of the low-caste school at Akola called the Bedar School.

This "poor boys' school" is largely attended because hardly any fees are charged in it and the pupils get education almost for nothing. The manager is indefatigable in his exertions to do good to the poor in his own way, and spares no labours to collect donations and subscriptions from the gentlemen of the station and casual visitors by which the school is supported. He has lately succeeded in obtaining a fixed monthly grant from public funds, half of which is to be debited to municipal funds and the rest to general revenues. Another flourishing private school is the Mission School at Amraoti referred to in para. 49 above. This is supported partly by private subscriptions and partly by a liberal Government grant of Rs. 30 *per mensem*, and in this institution also the fees charged (if any) are nominal. The third school of the kind is at Anjangaon in the Ellichpur District, kept by a female teacher mentioned in para. 67 of my last year's report. Colonel Mackenzie thus describes the institution: "The indigenous school at Anjangaon, however, conducted by our own late schoolmistress, Latkan, is one of the curious exceptions to the prevalent condition of things. But Latkan is sustained, I rather guess, by private animus against our educational department, resenting her own dismissal therefrom originally; but, as it is an animus that works good in its way, we are very glad to encourage it, and hope it will only last. But that her school is held at her own father's door, who practically ensures her support, she would probably have failed to maintain herself for long, for her return from fees, she told me herself, was very uncertain, and there was no fixity as to amount; it was a case of bargaining with each boy's parent and being beaten down to the lowest point." It is thus seen that there are hardly any flourishing private schools in Berar which are maintained by the people or in which the master is adequately remunerated by the fees realized by him. In this state of things the most effective and equitable way of meeting the difficulty in the way of extending primary education would be either to make the rate of the cess as high as in the adjacent provinces and open Government schools with the aid of the additional income, or to raise the rates of fees in the cess schools with a view to lessening the difficulties of those who wish to start private schools on their own account. The former proposal was submitted more than once and endorsed by Mr. Ridsdale, the late Officiating Commissioner (*vide* para. 38 of my last report), and the latter will, as stated before, be shortly submitted.

One of the Deputy Commissioners thinks that the grant-in-aid rules should be made more elastic so as to enable the district and educational officers to make special grants on suitable occasions. As the present rules have been sanctioned experimentally, they are subject to further revision, and I shall take an early opportunity of addressing you separately on the subject.

Physical education.

51. The number of gymnasia has increased from 188 to 219 during the year under review. As stated in the last year's report, additional gymnastic teachers have been appointed in all the districts. The old teachers at Akola and Amraoti have been employed to look after the physical education of the pupils in the schools at the head-quarters only, and there are two teachers for district work in each of the six districts. Thus there are now 14 teachers instead of 6 employed in 1884-85. Some of the new places were unavoidably vacant for some months of the year, and consequently the total number of schools visited by the body of teachers was not as great as could have been desired. But the taste for physical education is growing gradually everywhere, and something is done by the schoolmasters and committees even in those villages which are not visited by a gymnastic teacher. This will be seen from the following extract from the report of the Deputy Educational Inspector of the Akola District:—"The increase * * is due to the interest which the schoolmasters and the committees take for the improvement of the bodies, as they do for that of the minds, of the pupils. The institution is growing popular with all classes of pupils. The Marwadies, for instance, are seldom seen to attend

any of the 'talimkhanas' of the old system, but Marwadi boys in our schools take delight in playing on the post, the horizontal and parallel bars" The Deputy Inspector of Amraoti also remarks that pupils of the schools in the villages and towns are "betaking themselves to physical exercises and play more and more willingly and seem to feel pleasure in the same, and undoubtedly derive benefit therefrom." On account of the appointment of special gymnasts for the towns of Akola and Amraoti, the boys in the high schools and other institutions have been more regularly trained during the year, and the reports from all the districts testify to the increased interest taken in physical education by the masters as well as pupils of our schools during the year. As might be expected, this branch of education is more appreciated in the advanced districts. Thus Colonel FitzGerald says that, in comparison with Akola District, physical education is neglected in Wun. But even in that district some of the gymnasia, such as those at Yeotmal, Wun, Kayar, Bori, Nair, Nababpur, Sonegaon, and Venikotha, are doing very well.

The following table shows the number of gymnasia under each district teacher, the number visited by each during the year, and the average number of days he halted at each place at each visit :—

District.	Circle of the gymnast.	No. of gymnasia on 31st March 1885.	No. of gymnasia on 31st March 1886.	No of gymnasia visited during the year.	Average No. of days of halts at each village where there was a gymnasium.
Akola ...	1. Schools in the Akola, Khamgaon, and Balapur Taluks excluding those in the Town of Akola.	82	47	6*	2
	2. Schools in the Jalgaon and Akot Taluks.		47	47	6
Buldana ...	1. Schools in the Mehkar and Chikhli Taluks.	11	15	15	6
	2. Schools in the Malkapur Taluk..				4
Basim ...	1. Schools in the Basim Taluk and half the number of those in the Mangrul Pir Taluk.	16	10	10	9
	2. Schools in the Pusad Taluk do.		8	7	2
Amraoti ..	1.† 2.† Schools in the district ...	24	24	23	5
Wun ...	1. Schools in the Wun and Kelapur Taluks.	18	6	6	35
	2. Schools in the Yeotmal and Darwha Taluks.		13	13	14
Ellichpur...	1. Schools in the Ellichpur Taluk .	37	22	22	8
	2. Schools in the Daryapur Taluk ..		27	27	6

* The post was vacant for the greater portion of the year, and hence the number of gymnasia visited is small.

† The second gymnast joined his appointment on the 23rd March 1886, and hence no distribution of work was made.

In this table the work of the teachers employed in the towns of Akola and Amraoti is not entered. These men, however, have discharged their duties very satisfactorily.

Employment under Government.

52. Three candidates were examined at Akola during the year in the subjects of standard VI in accordance with rule III of Book Circular No. IX of 1882, and two of them passed and obtained certificates. Five were granted extracts from the records of the Director's Office, which showed that they had passed examinations under the sixth or higher standards while attending schools. 110 of the students and ex-students of our schools obtained employment during the year. Of these, 105 entered Government service in the different departments, one entered His Highness the Nizam's service, and four obtained private employment. Out of those that entered the service of

Government, the largest number, 76, was taken by the Educational Department, and 18 entered the Revenue Department. The number of students who entered other Government departments varied from 1 to 4. The monthly salary of those that were employed varied from Rs. 5 to Rs. 15.

Educational tests for village officials.

53. Educational qualifications have been prescribed for patels, patwaries, and their agents in the rules framed under section ·21 of the Berar Patels and Patwaries Law and published in the *Residency Orders* of the 15th of April 1886. The rules on the subject are as follows:—

I. No candidate for the office of patel or patwari being under ten years of age on the date of this notification shall hereafter be eligible for the said offices unless he produces at the time of his becoming a candidate for office—

(*a*) If he be a candidate for the office of Patel, a certificate that he has passed an examination according to the 4th Vernacular Standard;

(*b*) If he be a candidate for the office of Patwari, a certificate that he has passed an examination according to the 6th Vernacular Standard (English excepted).

II. Candidates whose age on the said date exceeded the said limits may be appointed at the discretion of the Deputy Commissioner without such pass certificate, but such appointment may, if necessary, be made subject to their being represented in office by an agent approved by the Deputy Commissioner.

III. All agents appointed after the promulgation of this law, *viz.*, 1st January 1886, under section 8 of this law, shall produce pass certificates similar to those required for principals under Rule I of these rules.

The Deputy Commissioner of the Buldana District thus describes the probable effects of these rules on the spread of education in Berar:—

"I have myself little doubt that a greater step towards the spread of education has been taken in 1886 than in any previous year. I refer to the publication of the rules under the 'Berar Patels and Patwaries Law, 1886,' which prescribe educational qualifications for the future patels and patwaries. It will now require something more than being a Patel's son to obtain the much-sought-after appointment of village patels, and it is not asking too much to require candidates to have passed the 4th standard. Patwaries, too, will be none the worse for the better education required of them. Indigenous schoolmasters have their opportunity now if they will only seize it. Patels' boys must go to school somewhere and pass, and parents will prefer the indigenous school, if it is in their village, to a Government school in a neighbouring village. The Patel will be interested in the efficiency of the school his son is at, and this will have a very beneficial effect. The youthful patel will set the fashion by going to school, and I doubt not it will be followed."

Classification of pupils by race or creed.

54. The classification of pupils in Government and Municipal schools according to race or creed is shown in the following statement:—

Schools.	Christians.		Hindus.										Mussulmans		Parsees		Others.		Total.
			Brahmins		Kunbees.		Low castes		Other Hindus.		Total.								
	Pupils.	Percentage.	Pupils.	Percentage.	Pupils	Percentage.	Pupils.	Percentage.	Pupils.	Percentag.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage	
Government High Schools for boys ..	1	·3	242	72·5	31	9 3	1	·3	48	14·4	322	96 4	10	3	1	·3	..	..	334
Government Middle Schools for boys	11	·3	1,604	37 5	449	10·5	88	2	1,847	43·2	3,988	93 2	266	6·2	12	·3		...	4,277
Government Primary Schools for boys	3	·01	2,696	9·8	7,783	28·2	1,028	3 7	11,723	42 5	23,230	84·2	4,357	15·8	2	·007	2	·007	27,594
Government Primary Schools for girls		.	165	21 8	102	13·5	3	·4	384	50 7	654	86·3	103	13·6			1	·13	758
Municipal Primary Schools for boys	1	·06	255	15·7	90	5·5	57	3 5	700	43 1	1,102	67·9	515	31·7	5	·3			1,623
Municipal Primary Schools for girls	..	..	46	23 6	4	2·05			104	53·3	154	79	41	21			...		195
Total	16	·05	5,008	14·4	8,459	24 8	1,177	3·4	14,806	42·5	29,450	84·7	5,292	15·2	20	06	3	·008	34,781
Total for 1884-85	28	·08	4,796	14·5	8,430	25 9	903	2 8	13,319	41	27,448	84·5	5,006	15·4	16	·05	...		32,498
Total for 1883-84	11	·03	4,398	15 2	7,469	25 9	677	2·3	11,965	41 4	24,509	84·9	4,340	15·03	15	·04	.	.	28,875
Total for 1882-83 .	24	08	4,261	14 8	7,707	26 8	646	2 2	11,907	41·7	24,591	85·6	4,099	14·3	20	·08			28,734
Total for 1881-82 ...	32	1	4,159	14 4	8,106	28·06	556	1·9	11,077	41 5	24,818	85·9	4,007	13·8	20	07		...	28,877

The number of pupils in most of the columns has increased more or less. But there is a very slight falling off in the percentage of almost every caste except "low castes" and "other Hindus," in whose case it has increased. The table is instructive in some particulars. The Brahmins form 72 per cent. of the population of the high schools, 37 per cent. of that of the middle schools, and less than 10 per cent. of that of the Government primary schools for boys. As regards almost every other caste, the case is reversed. Thus Kunbees form 28 per cent. of the pupils of our primary schools, 10 per cent. of those of the middle schools, and a little more than 9 per cent. of those of the high schools. The same is the case with Mahomedans as will be seen from the study of the table.

Professions, &c., of the parents or guardians of pupils.

55. The following table shows the number of cess-payers and the professions of the parents or guardians of those pupils attending Government and Municipal schools who are not cess-payers :—

Schools.			Agriculturists or cess-payers.	Non-cess payers.				Total.
				Government and private servants.	Merchants.	Others.	Total.	
High schools, boys...			75	144	14	101	259	334
Middle schools, boys ...			1,443	849	593	1,392	2,834	4,277
Primary schools.	Boys.	Government	14,070	2,044	3,883	7,597	13,524	27,594
		Municipal...	256	284	277	806	1,367	1,623
	Girls.	Government	245	133	63	317	513	758
		Municipal ..	20	29	53	93	175	195
	Total		16,109	3,483	4,883	10,306	18,672	34,781
Total for 1884-85 ...			11,998	4,338	6,062	10,100	20,500	32,498

It will be observed that cess-payers are represented in all the classes of schools and form a little more than 46 per cent. of the school population. It must be stated, however, that they include, not only those who are agriculturists by profession, but those well-to-do men who own lands and sublet their farms. As might be expected, the percentage of cess-payers in primary institutions is higher than in the other classes of schools.

Income of the parents or guardians of pupils.

56. The following statement shows the income of the parents or guardians of pupils in Government and Municipal schools :—

Class of School.			Richer classes (with an income of Rs. 5,000 a year and upwards.)	Percentage.	Middle classes.	Percentage.	Poorer classes (income of Rs. 200 a year and under)	Percentage.	Total.
High schools, boys, Government			10	2·9	186	55·7	138	41·3	334
Middle schools, boys, Government			62	1·4	1,101	25·7	3,114	72·8	4,277
Primary schools.	Boys.	Government	1,066	3·8	6,497	23·5	20,031	72·6	27,594
		Municipal...	34	2·1	288	17·7	1,301	80·2	1,623
	Girls.	Government	13	1·7	207	27·3	538	71	758
		Municipal...	..	...	28	14·4	167	85·6	195
Total ...			1,185	3·4	8,307	23·9	25,289	72·7	34,781
Total for 1884-85 ...			627	1·9	8,684	26·7	23,187	71·3	32,498

Some of the officers who have forwarded information for this table express doubts regarding its trustworthiness, and I must say that I do not attach much value to it. I only give the information as I have received it. The percentages of the pupils of the richer and middle classes would appear to have fallen off in the higher classes of schools, and that of the poorer classes has increased everywhere. It will be observed that the percentage of these classes, large as it is in all the primary and middle schools, is the largest in the municipal schools both for boys and girls.

School-houses.

57. As stated in the report for 1884-85, most of the buildings in which the secondary schools are held are suffering from want of sufficient accommodation. Extensions to the high school at Amraoti have been recently sanctioned. Plans for new buildings for the middle class schools at Amraoti and Mehkar are under the consideration of the Superintending Engineer. The building constructed for the Anglo-Vernacular school at Wun being found too small for the number of pupils in that institution, it has been considered advisable to repair the old school-house and make it habitable. A new building has been sanctioned for the Anglo-Vernacular school at Yeotmal, and one for the middle school at Akola is under construction. A new house is sanctioned for the school at Murtazapur, and, pending its construction, a portion of the institution has been accommodated in a rented building. The school-house at Basim is also too small for the number of pupils, and a separate building for the primary classes will be constructed as soon as funds are available for the purpose.

58. Last year I said that the annual grant of Rs. 8,000 from the Public Works Budget for educational purposes was found too small for the increasing necessities of the department. A separate correspondence was going on on this subject, and, under instructions from the Resident, a sum of Rs. 24,280 has been provided in the Public Works Department Budget for 1886-87 in addition to the usual amount of Rs. 8,000 allotted for "grant-in-aid for schools."

59. As has been stated before, a sum of Rs 53,020-7-1 has been spent during the year under report on school-houses, Rs. 13,128-11-8 from general revenues, Rs. 39,771-4-2 from the educational cess, and Rs. 120-7-3 from the municipal fund. The following table shows the number of school-houses which have been completed, as well as those which were under construction during the year under report, and the total expenditure incurred in each district:—

District.	Number of Schools.		Cost (including additions and alterations to existing schools).		
	Completed.	Under construction.	Rs.	a.	p.
Akola	10	6	14,341	1	7
Buldana	2	7	6,634	5	1
Basim	2	5	4,855	1	0
Amraoti	9	6	20,252	9	6
Wun	3	...	125	0	0
Ellichpur	8	10	6,812	5	11
Total ..	34	34	53,020	7	1

The present *dhaba* plan is condemned on all hands as very unsuitable. Some school houses were sanctioned during the year for the Ellichpur District on a different plan, which appeared to be very cheap as well as suitable. When school-houses are to be built for small villages, it is, I think, advisable to allow the people to build them with the aid of small grants from public funds if necessary. When villagers build their own schools, they will probably take more interest in them, and, if the institutions be closed, the Government is not likely to suffer any very great loss. Mr. Knowlys says: "I have often seen expensive schools built and a few years after closed and the buildings sold at auction for not one-tenth of their cost." When school-houses

are to be built by Government, they should have, I think, either a *chunam* terrace or a tiled roof The Deputy Educational Inspector of the Ellichpur District thus compares the dhaba roof with the tiled roof. "The present dhaba plan is found to be most inconvenient in this district. Several of the buildings constructed on it have, within half a dozen years since their occupation, notwithstanding the annual repairs that were done to them, given way in many villages, the beams having sagged and the wood-work become rotten owing to constant leaks during the rainy season; whereas buildings constructed on the tiled roof plan about a dozen years ago still stand as sound as they ever were, requiring comparatively very little money for annual repairs. During the year under report four of such dhaba buildings had to be restored to soundness by thorough repairs and one to be altogether reconstructed. There are still as many in need of similar repairs." The Deputy Educational Inspector of Amraoti remarks: "Much has been previously said against this [dhaba] plan as unsuitable. The people were quite dissatisfied with the style of the building. The masters complain very much of the roofs being always out of order But, since the higher authorities have adhered to this plan, I have generally refused forwarding any complaints against, or modifications in, the same." It appears that the unsuitability of the dhaba roof for public buildings has been recognized by the authorities, and I have just learnt that the Superintending Engineer has substituted a tiled roof for the dhaba roof for the school-house to be constructed at Rajoora in the Amraoti District.

Repairs.

60. The school-houses in the province were repaired during the year at a cost of Rs. 14,185-4-0 against Rs 12,504-12-5 in the preceding year, Rs. 2,268-4-11 being spent from general revenues and Rs. 11,916-15-1 from the educational cess, municipal fund, and subscriptions. Repairs to the Public Works buildings were executed by the subordinates of the Executive Engineers, but the work of repairing the other buildings was, as usual, mostly performed by the schoolmasters, school committees, or both conjointly; but repairs to some of the Anglo-Vernacular schools were carried out by the Local Funds Department.

School libraries and apparatus

61. The books supplied to the libraries of all the classes of Government schools during the year under report were as follows :—

Schools.	No. of volumes	Price. Rs	a	p.
Secondary schools ...	209	243	0	0
Primary schools	192	56	0	0
Total ...	401	299	0	0
Total for 1884-85	1,196	1,074	2	6

This was the first year in which certain items formerly debited to the educational cess were paid for from fees, and consequently the funds available for library books could not be calculated with anything like certainty in some of the districts. The balances, however, are large enough (*vide* para. 15) for the purchase of the necessary books in most of the districts, and arrangements will be made to procure the books in the course of the current year. *Shetkari*, an agricultural magazine, is supplied to most of the Marathi schools; *Fanoon* and "Guardian of Health" to the Hindustani schools; and the Hyderabad Educational Journal to the Amraoti High School and the two Anglo-Urdu schools During the year under report terrestrial globes of six-inch diameter were ordered for the Anglo-Vernacular and the more important Marathi schools throughout the province Chemical apparatus and chemicals, which were wanting, were purchased for the high schools at a cost of Rs. 106-12-0. Though the fees have been transferred from the custody of School Committees to the Taluka Savings' Banks, these bodies continue to exercise their right of spending small amounts and obtaining the sanction of the Deputy Commissioners for spending larger amounts on school-gardens, which are most tastefully laid out in some of

the schools and do credit to the working members of the committees as well as to the schoolmasters. Maps worth Rs. 1,314-5-0 and furniture of the value of Rs. 8,944-0-11 were supplied to all the classes of schools during the year.

V.—School Education, Special.

Institutions for training teachers.

62. Hitherto the training college at Akola was the only institution in which men were trained as schoolmasters. For some reason or other the college failed to attract a sufficient number of pupils from districts other than Akola, and it was found that the number of trained men turned out by the institution was too small to meet the increasing demands of the province. In order to supply this want partially at least, five pupil-teachers on Rs. 4 each *per mensem* were entertained in a selected school in each of all the districts except Akola on the 1st June 1885. The detailed instructions issued to the Deputy Educational Inspectors as to how the scheme was to be worked out were quoted in the last year's report. The following statement gives some information regarding the training of teachers during the last three years :—

Years.	No. of students at the end of the year.					Average No. of students on roll during the year.			No. of students examined and passed in the first year's course and certificate examinations.													No. of students who obtained employment.		
	Marathi side.		Hindustani side.						First year's course.						Certificate examination.									
									Examined.			Passed.			Examined.			Passed.						
	Stipendiary.	Free.	Stipendiary.	Free.	Total.	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.
1883-84	44	3	15	..	62	51	15	66	28	9	37	24	5	29	20	6	26	10	4	14	14	5	19
1884-85	59	.	15	...	74	54	14	68	29	8	37	8	8	16	22	5	27	17	4	21	13	4	17
1885-86. Students of the College.	59	2	15	1	77	56	15	71	30	9	39	27	8	35	22	6	28	7	6	13	23	3	26
1885-86. Pupil-teachers in other Schools.	25	...	...	...	25	23	.	23	..	...	...	...	...	...	...	..	..	..	...	.	..	.	...
1885-86. Total ...	84	2	15	1	102	79	15	94	30	9	39	27	8	35	22	6	28	7	6	13	23	3	26

In consequence chiefly of the employment of the pupil-teachers, the number under training has increased from 74 to 102. These men are mostly employed in important and well-attended schools in such places as are at a considerable distance from the head-quarters of the district as well as from railway, and have at the same time a number of primary schools in their vicinity. The places selected are Barur in Amraoti, Mehkar in Buldana, Darwa in Wun, Chandur Bazaar in Ellichpur, and Umarkhed in Basim. The annual examinations of the training college are generally held in October, and the pupil-teachers, having been appointed in June, were not ready to pass the test at the last examination. They will, therefore, be examined in October 1886 in the first year's course of the training college. From the reports of the Deputy Educational Inspectors who tested them in all the subjects of their study at the time of their visits to the schools, it appears that most of the pupil-teachers are promising and are being well trained.

From the table given above it appears that the main training college has, on the whole, improved in efficiency. Twenty-six men were sent out as schoolmasters, and three more obtained appointments in April or after the close of the year. Out of 39 pupils examined in the first year's course in the Marathi and Hindustani branches, 35 passed the test. The final or certificate examination of the Hindustani side was also satisfactory inasmuch as all the six pupils examined were successful. The result of the Marathi side, however, was far below the mark, as 7 pupils passed out of 22 presented for examination. It must be stated, however, that this class was inefficient

from the beginning. The pupils who joined the college after the entrance examination of 1883-84 were few in number and were inferior men. The number was made up by employing some assistant masters in schools and others without any examination. These men cut a very poor figure at the examination in the first year's course held in October 1885 as stated in para. 58 of my last year's report. It is not, therefore, a matter for wonder that the result of the class should be unsatisfactory this year.

Of the 29 men who have obtained employment, 5 were appointed gymnastic teachers and 24 ordinary teachers. Of these last, 18 were sent as masters in independent charge of schools and 6 as assistant masters. As regards their emoluments, two were employed on Rs. 15 a month, fifteen on Rs. 12, eight on Rs. 10, and four on Rs. 8.

Examination for entrance into the training college.

63. The entrance examination was held this year on the 18th November 1885 at the head-quarters of each district under the superintendence of the Deputy Educational Inspector. The examination on both the Marathi and Hindustani sides was held in the fourth standard. Questions were, as usual, prepared by the Principal in each subject and were sent to the inspecting officers, who sent the answers to Akola to be examined by the masters of the training college. The selected candidates joined the college by the end of December.

The number of candidates from each district.

64. The number of candidates who appeared for the examination and the number that passed and joined from each district are shown in the following statement:—

District.	Number examined.			Number passed.			Number of those that joined.		
	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.
Akola	46	7	53	17	2	19	16	2	18
Buldana ...	13	11	24	1	3	4	1	1	2
Basim	15	5	20	6	4	10	5	2	7
Amraoti	20	8	28	4	6	10	4	4	8
Wun	11	4	15	3	2	5	3	...	3
Ellichpur ...	6	3	9	2	2	4	2	...	2
Total ...	111	38	149	33	19	52	31	9	40

Akola has, as usual, sent the largest number of successful candidates, and the percentage of passes on the Marathi side from that district is larger than that in every other district except Basim. This percentage, it would be observed, is the smallest in the Amraoti District.

Boarding houses.

65. There are two boarding institutions attached to the training college—one for the Hindu pupils and the other for Mussulmans. The inmates of the former were 56 and those of the latter 17 in March last. The total receipts during the year amounted to Rs. 2,068 in the Hindu boarding house and to Rs. 362-14-7 in the Mahomedan institution, and the total expenditure in these two institutions was Rs. 2,023-14-0 and Rs. 362-14-7 respectively. The average monthly charge for each Hindu boarder was Rs. 4-3-3 and for each Mahomedan boarder Rs. 2-9-3. The Officiating Principal thus describes the advantages of the institution:—

"This is a very peculiar institution, and it has its own practical advantages. It may be considered to be a sort of commonwealth on a very small scale, for here students of different castes and nature live in society, learn the system of election, the principles of economy and honesty, and the proper use of public money, choose their president, make their own laws and regulations, understand their personal rights, and manage to perform

all other important as well as minor duties connected with this institution by appointing small committees under the superintendence of the Principal of the College. In short they acquire much practical knowledge during their stay in the college which will become highly useful to them in after-life."

Drawing.

66. Drawing continues to be taught in the high schools and the training college. In the high schools pupils studying standards X, IX, and VIII are trained in this subject, and 45 pupils from the Amraoti High School and 29 from Akola were fairly up to the mark. The boys of the Akola High School carried off four out of the six prizes. The head master of the latter institution says that some interest is now evinced by pupils in this useful art, and he hopes to be able to present some boys for the first and second grade examinations held by the Principal of the Arts School, Bombay. Six boys from the Amraoti High School were presented for the first grade examination this year, and two were declared to have passed. Out of 67 pupils examined in the subject in the training college, 61 passed the test.

Industrial school.

67. In July last a scheme for starting an industrial school for Berar was submitted for sanction, and a proposal on the same subject made by the Reverend M. B. Fuller, of the American Mission, has recently been forwarded. The institution which Mr. Fuller wishes to start is to be on the plan of ordinary grant-in-aid schools, and his scheme seems to be feasible. As no orders have yet been passed on the proposal, I need say nothing more on the subject here.

VI.—Female Education.

Government and Municipal Schools for girls.

68. The following table gives the necessary information regarding all the female schools in the province which are under the management of Government officers or municipal committees:—

District.		No. of schools on 31st March		No. of scholars on 31st March		Average No. on roll during		Average daily attendance.		Fees collected during		Expenditure.	No passed in Standard					Annual cost of educating each pupil.
		1885	1886.	1885.	1886.	1884-85.	1885-86.	1884-85.	1885-86.	1884-85.	1885-86.		I.	II.	III.	IV.	Total.	
										R. a. p.	R. a. p.	R. a. p.						R. a. p.
Akola ...	Government ...	7	12	167	318	73	274	41	156	12 2 0	45 11 9	1,870 4 9	34	23	3		60	6 13 3
	Municipal		1	.	33	.	34	...	18	.	.	265 0 0	8		2	.	10	7 12 8
Buldana .	Government .	7	7	218	202	146	201	96	109	31 13 9	33 3 3	1,624 0 9	38	12	8	2	60	8 1 3
Basim ...	Do.	1	1	22	28	22	28	9	14	4 3 6	5 5 0	244 1 2	2	.			2	8 11 5
Amraoti ...	Do. ...	6	4	237	133	118	135	90	100	20 6 0	27 14 9	839 4 7	37	24	10	1	72	6 3 5
	Municipal .	..	3	...	162	.	138		99	.	27 5 9	1,033 3 11	22	15	7	2	46	7 6 7
Wun .	Government .	1	1	32	18	33	27	18	19	7 12 6	5 12 6	223 3 3	9	4	3	...	16	8 4 3
Kilichpur ..	Do. .	2	2	75	59	66	58	47	41	9 9 3	8 15 6	718 13 0	10	5	3	.	18	12 6 3
	Total ...	24	31	751	953	458	895	301	556	85 15 0	154 4 6	6,807 15 5	160	83	36	5	284	7 9 8
											Total for 1884-85 .	3,824 13 8	94	36	14	3	147	8 5 7

The number of schools has increased from 24 to 31, and the number of pupils from 751 to 953. It will be observed that, while the number on roll has increased by about 27 per cent., the average daily attendance has risen from 301 to 556, or by nearly 85 per cent. As our female schools suffer most from irregularity of attendance, this rise may be deemed satisfactory. As the number of schools and pupils have risen, the expenditure as well as the fee collections has increased, but there is a falling off in the cost of educating each pupil. Of the six Government schools on the 31st March 1885 in the Amraoti District, three were transferred to the Amraoti Municipality, and the aided school at Murtazapur was converted (*vide* para. 49) into a Government school in the beginning of the year. Thus it will be seen that there has really been no rise in the number of institutions in that district; but the attendance has increased especially in the principal municipal school at Amraoti through the exertions of the head master. It may be mentioned here that the municipality intend to place

that institution under a female teacher, and, when that is done, further improvement in efficiency, as well as in attendance, might be expected. In Akola five Government schools were opened, and that district alone shows a real increase in the number of female schools. I have already referred to the offer of a munificent contribution on the part of a female member of a Deshmukh family in the Akot Taluk towards the construction of a building for a girls' school, and the following extract fram the report of the Deputy Educational Inspector shows that female education is beginning to be really appreciated in the most (educationally) advanced district of the province :—" The school at Akot has a warm supporter in Mr. Gabusing Jamadar, Special Magistrate, and the gentlemen who compose the school committee frequently visit the institution and examine the girls . * * *. During the year under report the services of two female teachers at Allegaon and Keliveli were secured. The schoolmistress at Allegaon is the wife of the first assistant master in the Marathi school there, and the one at Keliveli is the wife of the head master of the local Marathi school. Both are fairly educated and respectable. They perform their work with zeal, and their appointments are approved by the general public. It will not be out of place to mention here, as a sign of the appreciation of female education, that a woman of the *Kalal* caste placed at the disposal of the school committee at Keliveli a plot of ground and some building materials that the same might be utilized when the construction of a school-house would be undertaken." The school at Basim shows signs of improvement, and in Buldana the Marathi school at Dewalgaon Raja and the Hindustani one at Malkapur continue to be in an efficient state. The progress in the Ellichpur and Wun Districts is not encouraging. Colonel Mackenzie remarks : " As to girls schools, no satisfactory report can be made. They are at present like exotics, sickly and struggling to take root ; however it is our business to give the necessary facilities and to await the coming of reform from within, as no doubt in time it will come. Without the hearty co-operation of the public, at present wanting, we are really helpless." The Deputy Commissioner of Basim says : " I should like to see trained schoolmistresses over these schools, and useful things, such as sewing and cutting-out, taught as well as the three R's. " It is generally thought expedient to consult native gentlemen of the town or a committee who represent them at the time of appointing teachers for female schools in that place, and, when a desire is expressed by the people concerned, I shall be glad to obtain the services of trained mistresses. Different opinions are held by men in different districts regarding the appointment of female teachers. While such appointments are approved by the inhabitants of some *villages* in the Akola District, they are persistently opposed by some men in a town like Amraoti.

The present state of female education.

69. The following table shows the present state of female education in the province :—

Institutions.	Number of institutions.	No. of pupils attending			No. of passes in Standards					
		Female Schools.	Boys Schools.	Total.	I.	II.	III.	IV.	V.	Total.
Government Schools ...	27	758	151	909	140	71	27	4	...	242
Municipal do. ...	4	195	2	197	30	15	9	2	...	56
Aided do. ...	...	...	5	5	8	2	2	1	3	16
Private do. ...	3	84	7	91	...	...	...	...	...	...
Total ...	34	1,037	165	1,202	178	88	38	7	3	314
Total for 1884-85 ...	30	916	172	1,088	107	46	16	3	...	172

The number of institutions has increased by 4, and the number of girls under instruction by 114. The number of passes has increased under all the standards, and the total number of girls successful at the examinations has increased by 82 per cent. This, as well as the rise in the average daily attendance mentioned in the preceding paragraph, shows that the real increase in the number of girls under instruction is great, though it appears much smaller under the number on the rolls in March on account of the temporary loss sustained by the schools in consequence of an unusually large number of marriages in that month. There were five aided schools in 1884-85, but, as has been stated before, four of them have been converted into "institutions under public management," and one has been closed.

VII.—Education of Special Classes.

[a] Europeans and Eurasians.

70. There is no school for the children of Europeans and Eurasians in Berar at present. The Eurasian population of Amraoti is the largest in the province, and the question of starting a good school both for boys and girls in that town under the direction of the Roman Catholic clergyman there is under consideration. The Church Mission School at Buldana, which I mentioned under this head in the last year's report, is no longer attended by the children of Eurasians. Colonel Menzies says that "there has been some race prejudice at work which has somewhat affected the utility of the school." The institution is now attended by Native Christians only.

[b] Mahomedans.

71. Standards for Hindustani schools have been revised during the year by three of the Mahomedan members of the Text Book Committee. They will be submitted for sanction when a report is received from the committee regarding the standards for female schools which are under their consideration. The principal features of the new standards for boys' schools are the introduction of Marathi into the curriculum and the increasing of the quantity of arithmetic and making it equal to that which is sanctioned for Marathi schools.

The year under report is the first in which pupils from the Anglo-Hindustani schools passed the highest standard of the middle course and the teaching of the full course has been introduced into both the schools. This necessitated the entertainment of an additional master in each of the institutions, and, with the sanction of the Resident, the appointments have been made.

72. The number of Hindustani schools under Government and Municipal management has risen by 7, and the number of pupils (*vide* the table given in the next paragraph) from 3,448 to 3,631, and it will have been observed from the table given in paragraph 54 that the total number of Mahomedans in all the classes of public institutions under public management has risen from 5,006 to 5,292. This last number includes 10 pupils studying the high school course and 69 under the middle course. The total number of Mahomedans in the institutions under private management is 588. The percentage of Mahomedan pupils to the Mahomedan population of school-going age is 38·7 in the case of males and 1·8 in the case of females. The corresponding percentages for the Hindus are respectively 18·2 and ·6. The number of Mussulmans studying in the Marathi schools has risen from 1,711 to 1,815.

Statistics of Hindustani schools.

73. The following table contains the statistics of the Government and Municipal Hindustani schools:—

[*Statement.*

District.	No of schools on 31st March						No. of scholars on 31st March						No. of pupils examined and passed under Standards																	
	1885.			1886.			1885.			1886.			I.		II.		III.		IV.		V.		VI.		VII.		Total.	
	Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Akola. Government	14	..	14	15		15	920		920	729	..	729	139	102	75	61	61	39	56	31	24	16	8	6	.		363	255
Akola. Municipa ..				2		2	..	..	.	164	..	164	48	27	28	23	26	23	19	12	..	.	...	.	..	.	121	85
Buldana—Government ...	14	2	16	14	2	16	661	62	723	660	62	722	130	73	107	85	66	53	37	26	8	6	..	..	..	.	348	243
Basim—Government	4		4	4		4	238	...	238	269	...	269	37	21	31	18	20	13	24	18	..	.	..	..	...	..	112	65
Amraoti. Government	14	2	16	14	1	15	786	57	843	749	40	789	144	97	107	73	60	40	21	9	10	9	8	6	6	5	356	239
Amraoti. Municipal .				2	1	3	...	..	..	140	40	180	31	27	14	11	11	5	6	3		.		..	...	...	62	46
Wun—Government	4		4	4		4	190	..	190	176	...	176	28	24	21	7	21	12	12	7	..		..		..	...	82	50
Ellichpur. Government	8		8	9		9	534	...	534	448	...	448	81	34	82	55	29	19	22	11		.	...	..	.	.	214	119
Ellichpur. Municipal				1		1	...		...	154	.	154	26	21	27	23	15	8	11	6	..					.	79	58
Total ...	58	4	62	65	4	69	3,329	119	3,448	3,489	142	3,631	664	426	492	356	309	212	208	118	42	31	16	12	6	5	1,737	1,160
Total for 1884-85													651	459	342	262	321	214	152	96	13	13	11	7	.		1,490	1,051

As usual the pupils in the Amraoti High School and in the Training College are omitted in the statement. The total number of examinees has increased from 1,490 to 1,737, and the total number of passes from 1,051 to 1,160. The numbers of passes under the first and third standards have slightly fallen off, but the decrease has been more than made up by an increase in the number of passes under every other standard. The percentage of passes has on the whole fallen off from 70 to 66.

[c] Aborigines.

74. One more school has been opened in the Melghat Taluk during the year, and there were, on the 31st March last, 43 pupils belonging to the aboriginal races against 34 on the last day of the preceding year. Colonel Mackenzie thus describes the reason why these races are backward :—

"In the present condition of the aboriginal tribes—the Kurkus and Gonds—and, while their struggle for existence in the forests and wilds is sufficiently engrossing, we cannot hope to attract many of their children. It must be an up-and-down business with them for many years; hence such schools as we plant in the larger villages of the Melghat for the most part will be filled with the children of superior peoples temporarily in the taluk in service or by way of trade."

Low castes.

75. A special school for low-caste pupils has been started at Babhali during the year under report, and the remarkable feature about this institution is that it is conducted by a low-caste master, who has passed in the fifth standard. This man is reported to be very popular with the Mahars, and the school is attended by 30 pupils. In all the districts, except Buldana, the number of low-caste pupils has increased, and the total number has risen from 903 to 1,177. Of these, 1,174 are boys and 3 are girls studying in Government female schools. One of the boys is under instruction in the Akola High School, 88 in the middle class schools, and 1,085 in Government and Municipal primary schools. The following table shows that the number of low-caste pupils has been on the whole steadily rising in our schools during the last five years :—

District.	Number of low-caste pupils on the 31st March				
	1882.	1883.	1884.	1885.	1886.
Akola	143	187	222	324	426
Buldana	81	75	94	127	118
Basim	51	95	81	86	98
Amraoti	104	117	123	171	226
Wun	77	72	71	63	96
Ellichpur	100	100	86	132	213
Total ...	556	646	677	903	1,177

The Akola Deputy Educational Inspector says that in some schools in the district Dhed boys displayed more intelligence than the pupils of the higher castes, and when I visited the school at Jamod (Jalgaon Taluk) in January last, I saw a low-caste boy at the head of the institution. The boys, however, do not attend in large numbers, and this is generally attributed by the inspecting officers to the extreme poverty of the classes. The Deputy Commissioner of Wun, however, says:

"Anent the increase under low-caste boys, I have to note that they are still too often kept outside the building, in deference, the masters inform me, to the expressed wishes of the other children and their parents, and, since the latter, when it suits their convenience, can go long journeys by rail in the same carriage with low-caste men, it seems to me time that this exclusion of low-caste boys should be quietly, but strongly, discouraged."

I concur in the opinion of Colonel FitzGerald, but I need not say that the aid of the district officers and tahsildars is required in carrying out this suggestion. The Deputy Commissioner of Akola some years ago fined a village schoolmaster and the patel of the village for not treating the Dhed boys in the school properly, and the beneficial effect of the measure is still seen in that part of the district. The Deputy Educational Inspector of Akola remarks: "The low-caste boys are treated in all the schools with the same kindness as others, and their touch is not regarded in some schools as pollution by other castes." I do not, of course, mean to say that this measure should be adopted in every case, but the district officers are conversant with the habits and temper of the people in their districts, and they know best how to deal with them. A word of advice on their part is calculated to do far more good than any number of peremptory orders from departmental officers which are likely to result in empty benches. The Education Commission, in a passage quoted in para. 90 of my report for 1883-84, say that "it is not desirable for masters or inspectors to endeavour to force on a social change which, with judicious treatment, will gradually be accepted by society."

VIII.—Private Schools.

76. As stated in my last report, "private institutions" hold a very unimportant place in the system of education in the Hyderabad Assigned Districts. All the indigenous schools which serve any public purpose follow the course of instruction prescribed by Government, and are therefore called "public institutions under private management." The schools which are treated in this section are either "Koran" schools or such Marathi schools as teach almost nothing useful on account of the incapacity of the masters. On the 31st March last there were 30 private schools with 471 pupils as shown in the following table:—

Schools.	No. of Schools.			No. of Scholars.		
	Advanced.	Elementary.	Total.	Advanced.	Elementary.	Total.
Hindu schools	...	16	16	...	182	182
Mahomedan schools	3	11	14	68	221	289
Total ...	3	27	30	68	403	471
Total for 1884-85 ...	18	83	101	257	1,233	1,490

From the description given above it is evident that "private schools," as they exist in Berar, are almost useless, and they can hardly be expected to live long. The people are gradually awakening to the advantages of

education and are beginning to see what education is really worth having. Under these circumstances the majority of the masters of what were termed "private schools" in 1884-85 have either closed their schools or adopted the prescribed standards on account of which their institutions have been converted into *public institutions under private management.*

IX.—Preparation and Distribution of Text-books and other Educational Literature.

Work done by the Text-book Committee.

77. During the year under report the Text-book Committee favored me with their opinions on two books, *viz*: (1) Urdu Grammar in two parts by Mr. Gulam Mohidin, Second Assistant in the Akola Training College, and (2) a Manual of Arithmetic in Marathi by Mr. Khot. The first book was condemned by the committee, and the second was recommended for school libraries and prizes. Besides this, seventeen books were sent to the committee for report and are in circulation among the members. Four of these are English, 11 Marathi, and two Urdu books. In addition to these, Urdu standards have been, as mentioned before, sent to the Mahomedan members of the committee for opinion. All these, it is hoped, will be finally reported on in the course of the current year.

Book depôts.

78. In March last a new branch book depôt was opened at Mangrul Dastgir in the Amraoti District. In this village there is a flourishing primary school of the first grade and a Hindustani school also, and in its vicinity there are good many elementary schools for the convenience of which this branch has been opened. The purchase and distribution of school-books is satisfactorily carried on through the central depôt at Akola and its 28 branches.

Stock account of the depôt.

79. The stock account of the depôt for the year 1885-86 is as follows:—

	Copies.	Amount. Rs.	a.	p.
Receipts.				
Balance on 31st March 1885 ...	116,312	17,411	8	1
Books and maps printed and purchased during the year	104,352	16,983	5	10
Total ...	220,664	34,394	13	11
Disbursements.				
Books and maps sold during the year ...	86,374	18,603	15	2
Balance on 31st March 1886 ...	134,290	20,790	14	9
Total ...	220,664	34,394	13	11

A more detailed statement of the transactions is given below :—

Language	Balance on 31st March 1885.		Books and maps purchased and printed during the year		Total.		Books and maps sold during the year.		Balance on 31st March 1886.	
	Copies.	Amount	Copies	Amount	Copies.	Amount.	Copies.	Amount.	Copies.	Amount.
		Rs a p		Rs a p		Rs a p		Rs a p		Rs a p.
English	7,310	3,997 12 3	10,756	4,804 15 8	18,066	8,802 11 11	6,842	3,253 13 11	11,224	5,548 14 0
Marathi	96,715	10,294 12 7	87,905	11,332 8 2	1,84,620	21,627 4 9	73,428	9,251 0 9	1,11,192	12,376 4 0
Sanskrit	3,081	1,147 11 0	110	51 4 0	3,191	1,198 15 0	469	231 15 0	2,722	967 0 0
Persian	261	68 0 3	300	57 13 0	561	125 13 3	96	19 0 6	465	106 12 9
Urdu	8,945	1,903 4 0	5,281	736 13 0	14,226	2,640 1 0	5,539	848 1 0	8,687	1,792 0 0
Total	116,312	17,411 8 1	104,352	16,983 5 10	220,664	34,394 13 11	86,374	13,603 15 2	134,290	20,790 14 9

80. Although books of the *selling* price of Rs. 16,983-5-10 were purchased during the year, the amount paid for them from the Government

treasury was only Rs. 13,765-2-3, the difference, Rs. 3,218-3-7, being the discount allowed by the several book-sellers. This amount would have been equal to gross profit if all the books purchased had been sold. The value of the books sold amounted, however, to Rs. 13,603-15-2 only, and therefore the real profit, which must be proportionally less, might be taken to be about Rs. 2,578. Now the expenditure on account of the depôt is as follows :—

	Rs.	a.	p.
Cost of Establishment	1,610	1	0
Contingencies	924	2	3
Commission paid to branch book depôt keepers ...	423	14	4
Total ...	2,958	1	7
Deduct profit ...	2,578	0	0
Net cost to Government ...	380	1	7

The excess of the total amount drawn from the treasury on account of the depôt over the receipts paid into it during the year amounted (*vide* para. 12) to Rs. 3,053-0-7. On the other hand the balance of stock on the 31st March last was larger than in the beginning of the year by Rs. 3,379-6-8 in money-value. From this it might appear that the maintenance of the depôt did not only not cost anything, but brought in a profit of about Rs. 316 to the State. But, if it were considered that expenditure in the shape of commission, carriage, &c., would be required for the disposal of the balance, the calculation above made would seem to be more correct.

The balance has increased because the number of English text-books purchased for resale to the pupils of the High and Anglo-Vernacular schools on the strength of the indents from the head masters was larger than the actual demand. Care has, however, been taken to order a proportionally smaller supply of these books for the current year. The other reason for the increase in the balance is the purchase of the globes (*vide* para. 61) and some Marathi books for schools a short time before the end of the year.

Cash account of the depôt.

81. The cash account of the depôt is as follows :—

Receipts.

	Rs.	a.	p.
Balance on the 31st March 1885	0	4	0
Sale proceeds of books during 1885-86	13,603	15	2
Do. of broken boxes	25	9	0
Do. of old and tattered library books and maps.	41	10	6
Do. of Berar School Paper and Sanitary Primer.	0	12	0
Registration fee	2	0	0
Total ...	13,674	2	8

Disbursements.

	Rs.	a.	p.
Amount paid into treasury on account of sale of books ...	13,178	5	5
Do. do. do. of broken boxes ...	25	9	0
Do. do. do. of old and tattered library books and maps ...	41	10	6
Do. do. do. of Berar School Paper and Sanitary Primer ...	0	12	0
Registration fee	2	0	0
Commission allowed to branch book depôt keepers ...	423	14	4
Cash in hand	1	15	5
Total ...	13,674	2	8

Literature.

82. Twenty books were registered during the year under Act XXV of 1867. Seventeen of these were printed at Amraoti and three at Akola. Nine of the

former were the monthly issues of the agricultural magazine entitled *Shetkari*, and five were the numbers of the Berar School Paper Two were essays on agricultural subjects, and one was a small pamphlet containing the rules of a club started for improving the condition of the Kayast Prabhu caste. Of the three books printed at Akola, one was on Marathi Grammar, one was *Anglo-Pradhan Mala* (or a list of English Ministers), and the third was the story of Harischandra. The language of all the books is Marathi, with the exception of the last, which is in the Marwari dialect. Four works were under circulation among the members of the committee for the encouragement of vernacular literature during the year. One of them, entitled *Bodha Chandra*, was examined by the committee, and a reward of Rs. 25 was granted to the author, Mr. Gopal Vishwanath Tokekar. A poetical work called *Bodhamrit* by Mr Pandurang Govind Shastri was also examined by the committee during 1885-86. The reward of Rs. 50 was, however, sanctioned for the author after the close of the year. The other works, *viz*, Marathi translation of Banbhat's Kadambari by the same author and Madan Manjari by Mr. Ganesh Anant Vaidya, are still under circulation. An agricultural manual received some years ago is being circulated among the Deputy Commissioners in accordance with your instructions.

Public libraries.

83. On the 31st March last there were 18 public libraries against 17 on the corresponding day of the preceding year. The institution at Jalgaon has been re-opened, and a new one started at Balapur Petha in the Akola District. On the other hand the library at Anjangaon in the Ellichpur District has been closed. The usual information regarding these institutions is given below:—

District.	Locality.	Average number of Subscribers during the year	Rates of Subscription	Average monthly income		Number of books in the library.	Number of books issued to subscribers during the year.	Number of newspapers and periodicals.	
				Subscription	Grants from Town or Municipal funds			Vernacular and Anglo-Vernacular.	English.
				Rs a p	Rs a. p				
Akola ..	Akola ..	50	Rs 2, Re 1, As 8 and As. 4	25 0 0	10 0 0	240	142	13	6
	Akot .	30	Re 1, As 8, and As 4	15 0 0	...	229	106	9	2
	Khamgaon .	6	Re 1, As. 8, and As 4	6 0 0		317		2	
	Balapur Fort ..	20	Re 1, As 8, and As 4	7 0 0		14	33	10	2
	Balapur Petha	68	Re 1, As 4, and As 2	10 6 0		53	44	5	
	Jalgaon ..	30	Re 1, As 8, and As. 4	20 0 0	..	95	34	13	1
	Patur ..	5	As 8 and As. 4	5 0 0				6	
	Allegaon	5	Do.	5 0 0		30		3	
Buldana	Buldana	22	Rs 2 and As 4 ..	15 0 0	.	70	12	8	2
	Chikhli	9	As 8 and As 4	3 0 0	..	40	10	2	1
	Malkapur	9	Re 1 and As 4	3 0 0		175	23	5	1
	Mehkar	28	Do.	9 0 0		258	58	4	2
Basim	Basim	24	Re 1, As 8, and As 4 ..	14 8 0	10 0 0	538	17	5	2
Amraoti	Amraoti	108	Rs 4, Re 1, As 8 and As 4	36 12 0	25 0 0	784	1,376	15	11
Wun	Wun	20	Re 1, As. 8, As 4, and As 2	25 0 0		85	75	6	1
	Yeotmal	40	Rs 2, Re 1, As 8, and As 4	20 10 0	10 0 0	111	15	10	3
Ellichpur	Ellichpur Cantonment	38	Do.	18 12 0		518	150	24	4
	Daryapur	29	Re 1, As 8, and As. 4	12 8 0				7	1

The library at Amraoti continues to be in the most flourishing condition, but it has not yet got a house of its own. The Deputy Commissioner, in his remarks on the Deputy Educational Inspector's report on the state of the institution, says: "The members should be a little more energetic and arrange to build a library of their own. Subscriptions might be invited." There is already a sum of about Rs. 3,700 at the credit of the library in the Savings Bank, and Rs. 400 are added every year to this amount. The members perhaps wish to wait till they have collected such an amount as would be sufficient for the construction of a suitable building with the aid of the subscriptions that might be collected. The library at Akola continues to be in a good condition notwithstanding the falling off in its subscriptions. The number of books issued to subscribers has greatly increased, and this

shows that the institution is becoming more popular. The libraries at Akot, Balapur Peth, Jalgaon, and Wun are well reported on, and those at Ellichpur and Daryapur are said to be "in a tolerably good condition." All the others are in an indifferent state.

Press.

84. Four newspapers and two periodicals continue to be published in Berar. There has been no change in their designation or character during the year under report, but it may be mentioned that some numbers of the agricultural magazine called *Shetkari* were printed at Poona during the year instead of at the Pramoda Sindhu Press, Amraoti. Some information regarding the printing presses is given below:—

District.	Name of Press.	Name of Publisher.	Publications thereat.		Remarks.
			Newspapers.	Periodicals.	
Akola ...	Varhad Samachar ...	Narayan Khanderao	Varhad Samachar.	None ...	Weekly paper; annual subscription, Rs. 5
	Vaidarbha ..	Venkatish Ramchandra.	Vaidarbha	Do. ..	Do, do. Rs. 4
Amraoti	Pramoda Sindhu ...	Yeshwant Govind	PramodaSindhu	1. Shetkari . 2. Berar School Paper.	Do, do. Rs. 3 Shetkari, a monthly magazine on agriculture; annual subscription, Rs. 2. Berar School Paper, a monthly magazine published by the Berar Educational Department.
Ellichpur	Albion Press ...	Bapurao Vithal ...	None	None.	
	Suryakant ...	Waman Narayan ...	Suryakant ...	Do. ...	Weekly paper; annual subscription, Rs. 2 8-0.

Amraoti elocution gathering.

85. The Amraoti *Vaktrituvottejak Sabha*, or elocution gathering, was held this year in the middle of November instead of in the Christmas week. This change appears to have affected the attendance at the gathering which was not as large as usual this year. The themes on which candidates for prizes were invited to deliver addresses were—(1) "The present social condition of the women of India and suggestions to improve it, if any improvement were considered desirable;" (2) "the existing state of the Marathi literature and suggestions for its further development;" (3) "advantages of the study of history;" and (4) "whether the Natives of India are fit to be volunteers, whether they ought to be entrusted with arms, and if so, under what conditions." The last subject was given out only a few hours before the time fixed. Out of the 20 candidates who addressed the meeting, 11 obtained prizes of the aggregate value of Rs. 111. The subscriptions of the year amounted to Rs. 291-10-0.

Educational Conference.

86. The Educational Conference was held this year at Amraoti on the 11th of November and the three following days. As usual the officers were divided into two bodies, *viz.*, the inspecting officers and the teachers. The meetings of the former were, as in the previous year, presided over by the late Educational Inspector, and those of the latter by the Head Master of the Akola High School. The meetings of the Conference were this year marked by some novel features. In the first place the masters discussed such subjects at their meetings as are really important and of departmental interest; such as the best way of spreading female education, the importance and extreme necessity of encouraging indigenous schools and the advisability or otherwise of making physical education compulsory in our schools, &c. In the second place the meetings of the teachers were this year attended by a greater number of non-official gentlemen who take interest in education than in 1884-85, and I am glad to state that the Reverend M. B. Fuller of the American Mission, not only attended the meetings regularly, but took part in the discussion of important subjects. In the third place the teachers' association made some of their distinguished members teach classes before the meeting in different subjects. The introduction of this feature will, I doubt not, lead to most satisfactory results as the experienced teachers would know the ways of one another and the junior masters would learn a great deal. I

was present when classes were taught by Messrs. Hari Moreshwar Shevde, Damodur Krishna Tilak, and Sitaram Waman Bagaitkar, head masters of the principal schools at Malkapur, Murtazapur, and Moondgaon respectively, and was highly pleased with the effect produced on the audience by the impressive and clear manner in which the subjects were handled and explained.

Both the inspecting officers and the teachers proposed that the meetings of the masters of village schools might be organized at central places in each taluk where subjects bearing on their duties should be discussed and explained. This proposal has been sanctioned by the Resident and will soon be carried out. The other recommendations of the Conference are under consideration.

In the afternoon of the 12th and 13th November Mr. G. V. Khot, L. M. & S., a private medical practitioner at Amraoti, gave entertaining and instructive lectures on chemistry and circulation of the blood. Mr. V. N. Dange, B. A., an assistant master in the Amraoti High School, also entertained the Conference with a lecture on the former subject. All these lectures were illustrated by experiments.

X.—Recommendations of the Education Commission.

87. The Government of India, in the Home Department Resolution No. 12—328, dated the 24th October last, have ordered that a separate section be inserted in this report containing a summary of the steps taken during the year under report in order to give effect to the recommendations of the Education Commission. In a report submitted in February last in compliance with the instructions contained in para. 1 of that Resolution (*vide* my letter, No. 3626, dated the 16th February 1886), I stated that many of the recommendations of the Commission had been anticipated in the province long before the date of their report; that many other recommendations, especially those relating to collegiate education and the external relations of the department, were inapplicable to this small agricultural province in its present educational condition; and that most of the other recommendations had either been carried out or arrangements for giving effect to them were in progress. I then gave a full account of what had been done since the issue of the orders of the Government of India on the Report of the Commission. As my report was written about six weeks before the close of the year, I have little to add to what I said in it, but I may give a brief summary of what was done in 1885-86 to give effect to the recommendations of the Education Commission :—

Recommendations on Indigenous Education.

(5).* With a view to raising the character of the indigenous schools and inducing competent masters to start such institutions, the grant-in-aid rules were revised and made more liberal in 1884-85, and they were brought into effect during the year under report (*vide* para. 50 above).

(11). The Municipal Committees who have undertaken the management of what were hitherto Government primary schools, as well as those who, without having taken the management, have agreed to contribute a proportion of the expenditure, have consented to bear their due share of the grants made to indigenous schools within their limits (*vide* para. 10).

(14). The local Deputy Inspectors have been appointed *ex-officio* members of those municipal committees who have undertaken the supervision of the schools (*vide* para. 23).

Recommendations on Primary Education.

(3). Sixty-six primary (cess) schools were opened during the year (*vide* para. 42).

(8). Some school-houses were built this year on a simpler and more economical plan than before (*vide* para. 59).

(12). More gymnastic teachers have been employed this year in order to encourage physical education (*vide* para. 51).

* These are the *numbers* of the recommendations as they are given in Chapter XIII of the Education Commission's Report.

(15). This little province forms only one division, and there is only one Inspector in Berar and consequently one normal school, but additional facilities for the training of teachers have been provided by entertaining stipendiary pupil-teachers in all the districts except Akola (which has the normal school) and making suitable arrangements for their training (*vide* para. 62).

(16). Educational tests have been prescribed for village officials (*vide* para. 53).

Recommendations on Secondary Education.

(12). The system of scholarships has been made more perfect by increasing them and fixing the number that shall be available every year for boys from the middle schools who are candidates for entrance into the high schools, and for pupils from the primary schools who wish to enter the middle schools (*vide* para. 41).

(14). The Berar University scholarships were hitherto tenable only in the Government colleges in the Bombay Presidency. Under the revised rules, which were sanctioned by the Resident during the year under report, these scholarships can now be held in any college, Government or private. The substance of these rules was given in para. 26 of my report for 1884-85, and therefore it has not been repeated again this year.

(23). The Resident has during the year sanctioned the proposal that if the inhabitants of any town which has a middle school wish to have a class teaching the high school course added to the institution, they must pay the extra charge that may be incurred (*vide* para. 36).

Recommendations on the Internal Administration of the Education Department.

(2). The conference of educational officers has been held for two or three years. It has now been arranged to hold local meetings of schoolmasters (*vide* para. 86).

(9). The inspecting staff has been increased during the year by the appointment of a Sub-Deputy Inspector (*vide* para. 22).

Recommendations on the External Relations of the Department.

(11). *Vide* remarks on (23) under secondary education above.

(21). In the Budget for 1886-87 Rs. 9,735 have been provided for grants-in-aid against Rs. 6,820 in the previous year. The expenditure on the aided schools was larger during 1885-86 than in 1884-85 (*vide* para. 14).

Recommendations regarding Classes requiring Special Treatment.

(*b*) *Mahomedans.*

(3) and (5). The revision of the special standards for Mahomedan primary schools and the addition of the official vernacular (Marathi) to the curriculum of primary and middle schools are under consideration (*vide* para. 71).

(*d*) (*Low Castes*).

(1). A special school for children of low castes under a low-caste master has been opened at Babhli in the Ellichpur District during the year (*vide* para. 75).

Recommendations on Female Education.

(5). Special standards have long been prescribed for Marathi girls' schools, but during the year under report standards for Hindustani girls' schools, which are simpler than those for boys' schools, have been prepared and are under consideration (*vide* para. 71).

(16) and (21). Two female teachers have been appointed in the Akola District, and both are the wives of the local schoolmasters (*vide* para. 68).

A schoolmistress for a girls' school at Amraoti is soon to be appointed (*vide* para. 68).

I have the honour to be,

Sir,

Your most obedient Servant,

SHRIRAM B. JATAR,

Director of Public Instruction,

Hyderabad Assigned Districts.

APPENDICES.

EDUCATION.

GENERAL TABLE No. I.—*Abstract Return of Colleges, Schools, and Scholars in the Hyderabad Assigned Districts at the end of the official year* 1885-86.
(*For details see* GENERAL TABLE III.)

Area and Population.				Public Institutions.							Private Institutions.				
				University Education.		School Education, General.		School Education, Special.		Total of Public Institutions.			Grand total.	Percentage of.	Remarks.
Total area in square miles.	No. of towns* and villages.	Population.		Arts Colleges.	Professional Colleges	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
17,711	Towns ... 34 Villages 5,551 Total... 5,585	Males ... 1,380,492 Females 1,292,181 Total... 2,672,673	Institutions... For males..	...	...	26	863	1	...	890	3	24	917	16·4 Institutions to number of towns and villages.	
			Institutions... For females	...	...	...	31	...	...	31	...	3	34	·6	
			Institutions... Total ...	...	...	26	894	1	...	921	3	27	951	17	
			Scholars Males ...	...	...	(a) 4,599	(b) 34,735	(c) 102	...	39,436	61	319	39,816	Male scholars to male population of school-going age† ... 19·2	
			Scholars Females ...	...	...	7	1,104	...	...	1,111	7	84	1,202	Female scholars to female population of school-going age† ·6	
			Scholars Total ...	...	...	4,606	35,839	102	...	40,547	68	403	41,018	10·2	

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A municipality, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population.

(a) Excludes 5 pupil-teachers attached to the Anglo-Marathi-school, Mehkar.
(b) Excludes 20 pupil-teachers attached to 4 of the Departmental schools.
(c) Includes 25 pupil-teachers attached to 5 of the other Departmental schools.

EDUCATION.

GENERAL TABLE No. II.—*Abstract Return of Expenditure on Public Instruction in the Hyderabad Assigned Districts for the official year* 1885-86.

(*For details see* GENERAL TABLE IV.)

	Total direct expenditure on Public Instruction §							Total indirect expenditure on Public Instruction. §									Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total expenditure on Public Instruction	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training School.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	R	Rs.	
1. Institutions ... For males	...	...	74,458	1,92,850	9,343	...	2,76,651	...	18,801	30,054	9,128	53,056	8,914	6,824	1,26,777	4,10,319	
For females	...	...	...	6,891	...	...	6,891										
Total ...	...	...	74,458	1,99,741	9,343	...	2,83,542	...	18,801	30,054	9,128	53,056	8,914	6,824	1,26,777	4,10,319	
2. [a.] Percentages* of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction ...	...	...	27·5	36·4	4·03	...	67·9	...	8·1	12·7	3·9	5·6	...	1·4	32·03	...	
[b.] Percentages* of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction ...	...	...	·06	63·4	...	...	63·5	...	..	·3	...	34·9	...	1·1	36·4	...	
[c.] Percentages* of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction ...	...	...	5·5	87·8	...	...	93·4	...	...	...	...	1·9	...	4·5	6 5	...	
[d.] Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction	...	...	18·1	48·6	2·2	...	69·1	...	4·5	7·3	2·2	12·9	2·1	1·6	30·9	...	
			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs.	Rs. a. p.										
3. Average annual cost† of educating each pupil in.																	
Departmental Institutions. Cost to Provincial Revenues ...	...	...	14 8 11	2 14 1	99 6 3	..	4 12 5										
Cost to Local and Municipal Funds.	...	...	0 1 6	2 9 2	...	...	2 3 7										
Total cost ...	...	...	17 0 6	6 0 6	99 6 3	...	7 13 3										
Municipal Schools.‡ Cost to Provincial Revenues ...	...	...	...	0 0 5	...	...	0 0 5										
Cost to Municipal Funds ..	...	...	...	2 0 3	...	...	2 0 3										
Total cost ...	...	...	...	5 0 4	...	...	5 0 4										
Aided Institutions. Cost to Provincial Revenues ...	...	...	...	1 5 9	...	...	1 5 9										
Cost to Local and Municipal Funds.	...	...	...	0 0 5	...	...	0 0 5										
Total cost ...	...	...	...	5 3 9	...	...	5 3 9										
Unaided Institutions ... Total cost ...	...	...	...	3 15 4	...	...	3 15 4										
All Institutions. Cost to Provincial Revenues ...	...	..	14 8 11	2 7 3	99 6 3	...	4 0 8										
Cost to Local and Municipal Funds.	...	...	0 1 6	2 4 2	...	...	2 0 2										
Total cost ...	...	..	17 0 6	5 13 0	99 6 3	..	7 4 11										

* The percentages required for 2 [a], 2 [b], 2 [c], are to be calculated from the figure given in columns 7a, 7b, 7c, respectively, of General Table IV.

† The annual cost is calculated on the direct expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

EDUCATION.

General Table No. III.—*Return of Colleges, Schools and Scholars in the Hyderabad Assigned Districts for the official year* 1885-86.

Class of Institutions.	Public Institutions. Under Public Management. Maintained by the Department. Number of Institutions.	No. of Scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	Maintained by Local Fund and Municipal Boards. No. of Institutions.	No. of Scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	Maintained by Native States. No. of Institutions.	No. of Scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	Under Private Management. Aided by the Department or by Local Fund or Municipal Boards. No. of Institutions.	No. of Scholars on the rolls on 31st March	Average No. on the rolls monthly during the year.	Average daily attendance.	Unaided. No. of Institutions.	No. of Scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	No. of Scholars on the 31st of March learning English.	A classical language.	A vernacular language.	Classification of Scholars on the 31st of March according to race and creed. Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-a	27b	27-c	27-d	27-e	27f	27g
Secondary Schools.																																
School Education, General. For Boys—English.	26	a 4,606	4,371	3,397	...	...	...	...	..	...	...	...	...	...	...	...	..	...	...	...	26	4,606	1,883	563	4,606	1	11	4,305	276	12	1	...
Total ...	26	4,606	4,371	3,397	...	...	...	...	.	...	...	...	...	...	...	...	..	...	...	...	26	4,606	1,883	563	4,606	1	11	4,305	276	12	1	...
Primary Schools.																																
For Boys ...	532	b 27,574	26,479	19,427	13	c 1,623	1,566	1,176	...	...	...	...	226	d 4,476	4,255	3,343	92	1,213	1,140	959	863	34,886	11	...	34,875	...	24	29,701	5,150	9	2	...
For Girls ...	27	758	723	439	4	195	172	117	..	...	...	...	...	...	...	...	..	...	...	...	31	953	...	...	953	...	..	802	151	...	..	...
Total ...	559	28,332	27,202	19,866	17	1,818	1,738	1,293	...	..	...	..	226	4,476	4,255	3,343	92	1,213	1,140	959	894	35,839	11	...	35,828	...	24	30,503	5,301	9	2	...
Schools for Special Instruction.																																
School Education, Special—Training Schools for Masters ...	1	e 102	94	80	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	102	5	16	102	...	.	85	17	...	...	...
Total ...	1	102	94	80	...	...	...	...	...	...	. .	...	...	...	..	...	...	...	...	...	1	102	5	16	102	..	.	85	17	...	..	...
Total of Colleges and Schools of Public Instruction ...	586	33,040	31,667	23,343	17	1,818	1,738	1,293	...	...	..	...	226	4,476	4,255	3,343	92	1,213	1,140	959	921	g 40,547	1,899	579	40,536	1	35	34,893	5,594	21	3	...
Private Institutions ... 1. Advanced teaching— [a] Arabic or Persian ...																					3	f 68	...	68	...	...	...	...	68	...	...	...
2. Elementary teaching, a Vernacular only or mainly — For Boys ...																					24	319	...	...	319	...	...	169	150	...	...	...
For Girls ..																					3	84	...	...	84	...	...	...	84	...	.	...
Total ...																					30	k 471	...	68	403	...	...	169	302	...	..	..
Grand Total ...																					951	41,018	1,899	647	40,939	1	35	35,062	5,896	21	3	...

[a] Includes 7 girls and excludes 5 pupil-teachers attached to the Anglo-Marathi school at Mehkar.
[b] Includes 144 girls and excludes 20 pupil-teachers attached to four of the Primary boys schools.
[c] Includes 2 girls.
[d] Includes 5 girls.
[e] Includes 25 pupil-teachers attached to other institutions.
[f] Includes 7 girls.
[g] Includes 158 girls in boys' schools.
[k] Includes 7 Do. do.
165 Total girls in boys' schools.

EDUCA

GENERAL TABLE No. IV.—*Return of Expenditure on Public Instruction*

Objects of Expenditure.	Under Public Management. Maintained by the Department. Provincial Revenues.	Local rates or cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Maintained by Local Fund and Municipal Boards. Provincial Revenues.	Local rates or cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Public Main: Native State Revenues.	Local rates or cesses levied in Native States.
1	2-a	2-b	2-c	2-d	2-e	2-f	2	3-a	3-b	3-c	3-d	3-e	3 f	3	4-a	4-b
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SECONDARY SCHOOLS.																
School Education—General. For Boys—English ..	63,651	72	351	10,180	204	...	74,458	...	...	...	..	..	...	...	...	.
Total ..	63,651	72	351	10,180	204	..	74,458	..	.	.	...	...	..	...	..	..
PRIMARY SCHOOLS.																
For Boys . ..	77,457	64,541	1,385	14,149	1,147	...	1,58,679	...	3,231	3,281	898	37	...	7,447	...	...
For Girls	948	3,812	320	400	41	...	5,521	48	499	524	211		...	1,288	..	...
Total ...	78,405	68,353	1,705	14,549	1,188	...	1,64,200	48	3,730	3,805	1,109	43	...	8,735	.	..
SCHOOL EDUCATION,—SPECIAL.																
SCHOOLS FOR SPECIAL INSTRUCTION.																
Training Schools for Masters.	9,343	...	...	...	...	...	9,343	...	...	...	.	...	...	...	...	...
Total ...	9,343	...	.	...	..	...	9,343	...	...	...		...	..	...	.	...
Direction	...	...	...	...	...	...	...	...	...	...	...	..	...	..	...	...
Inspection	...	...	...	...	...	...	...	..	...	...	...	..	...	...	...	...
Scholarships held in: Arts Colleges	(a) 1,860	..	...	...	...	...	1,860	...	...	...	...	...	...	...	...	...
Secondary Schools ...	7,136	...	...	...	...	...	7,136	...	...	...	...	...	...	...	...	...
Special Schools other than Training Schools.	(b) 132	...	...	...	....	...	132	...	...	..	...	...	...	...	...	...
Buildings	13,129	39,771	..	.	...		52,900	...	..	120	...	..	...	...	...	...
Furniture and apparatus (special grants only.)	...	..	...	8,500	414		8,914	.	...	...	...	...	...	...	...	...
Miscellaneous	(c) 3,470	(d) 1,311	..	1,382	373	..	6,536	.	..	288	.	...	..	...	...	...
Total ..	25,727	41,082	...	9,882	787	...	77,478	..	...	408	...	...	..	.	...	...
Total Expenditure on Public Instruction	1,77,128	1,09,507	2,056	34,611	2,170	...	3,25,479	48	3,730	4,213	1,109	43	...	8,735	...	...

(a) Scholarships in the Art Colleges of the Bombay Presidency.

(b) Scholarships in the Madras Agricultural Class.

(c) Includes—

	Rs.
Encouragement to Vernacular Literature	25
Book Depot ...	3,053
Printing	392
Total	3,470

TION.

in the Hyderabad Assigned Districts for the official year 1885-86.

Institutions.																				
					Under Private Management.										Total Expenditure from					Grand Total.
tained by Native States.					Aided by the Department or by Local Fund or Municipal Boards.							Unaided.								
Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local rates or cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local rates or cesses.	Municipal Funds.	Fees.	All other sources.	
4-c	4-d	4-e	4-f	4	5-a	5-b	5-c	5-d	5-e	5-f	5	6-a	6-b	6-c	6	7-a	7-b	7-c	7-d	7-e	7
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	63,651	72	351	10,180	204	74,458
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	63,651	72	351	10,180	204	74,458
...	...	...	...	...	5,795	120	...	15,894	484	...	22,293	4,431	...	...	4,431	83,252	67,892	4,666	35,372	1,668	1,92,850
...	...	...	...	...	...	...	...	...	...	...	...	82	...	...	82	996	4,311	844	693	47	6,891
...	...	...	...	...	5,795	120	...	15,894	484	...	22,293	4,513	...	...	4,513	84,248	72,203	5,510	36,065	1,715	1,99,741
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,343	...	...	...	...	9,343
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,343	...	...	...	...	9,343
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18,801	...	...	...	...	18,801
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	29,599	455	...	...	...	30,054
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,860	...	...	...	...	1,860
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,136	...	...	...	...	7,136
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	132	...	...	...	...	132
...	...	...	...	...	...	...	...	...	...	36	36	...	...	...	...	13,129	39,771	120	...	36	53,056
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,500	414	8,914
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,470	1,311	288	1,382	373	6,824
...	...	...	...	...	...	...	...	...	...	36	36	...	...	...	...	74,127	41,537	408	9,882	823	1,26,777
...	...	...	...	...	5,795	120	...	15,894	484	36	22,329	4,513	...	...	4,513	2,31,369	1,13,812	6,269	56,127	2,742	4,10,319

(*d*)--Includes—

	Rs.
Clerks in Deputy Commissioners' Offices ...	497
Pensions and Gratuities	497
Miscellaneous	317
Total ...	1,311

EDUCATION.

General Table No. V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in the Hyderabad Assigned Districts at the end of the official year* 1885-86.

Class of schools.	No of schools.	No of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the Matriculation examination. 1			Middle Stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage. 2			Upper Primary Stage. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage. 3			Lower Primary Stage. Comprising all pupils who have not passed beyond the lower primary stage. Reading printed books. 4			Lower Primary Stage. Comprising all pupils who have not passed beyond the lower primary stage. Not reading printed books. 5			Total.		
			Boys.	Girls.	Total.	Boys	Girls	Total.	Boys	Girls.	Total.	Boys.	Girls	Total.	Boys.	Girls	Total	Boys.	Girls.	Total.
Secondary Schools.																				
For Boys—Deptl.—English ...	26	(a) 4,611	363	...	363	1,600	...	1,600	1,109		1,109	1,009	...	1,009	523	7	530	4,604	7	4,611
Primary Schools.																				
For Boys ... Departmental ...	532	(b) 27,594	...	...	...	840	...	840	7,546	6	7,552	11,706	97	11,803	7,358	41	7,399	27,450	144	27,594
For Boys ... Municipal ...	13	1,623	...	...	...	11	...	11	537		537	830		830	213	2	245	1,621	2	1,623
For Boys ... Aided	226	4,476	...	...	...	12	...	12	1,121	5	1,126	1,687	...	1,687	1,651	...	1,651	4,471	5	4,476
For Boys ... Unaided ...	92	1,213	...	...	...	..	...	...	134		134	296	...	296	783	...	783	1,213	...	1,213
Total ...	863	34,906	...	...	...	863	..	863	9,338	11	9,349	14,519	97	14,616	10,035	43	10,078	34,755	151	34,906
For Girls ... Departmental ...	27	758	...	...	...	..				87	87		415	415	...	256	256	...	758	758
For Girls ... Municipal ...	4	195	...	...	...		...			21	21		91	91	...	83	83		195	195
Total ..	31	953	...	...	...	...	...			108	108		506	506	...	339	339		953	953
Total Primary Schools ...	894	35,859	...	...	...	863	...	863	9,338	119	9,457	14,519	603	15,122	10,035	382	10,417	34,755	1,104	35,859
Grand Total ...	920	40,470	363	...	363	2,463	...	2,463	10,447	119	10,566	15,528	603	16,131	10,558	389	10,947	39,359	1,111	40,470

(a.) Includes 5 pupil teachers attached to the Anglo-Marathi school at Mehkar,
(b.) Do. 20 do. to 4 of the Primary schools.

EDUCATION.

GENERAL TABLE No. VI.—*Return showing the Results of Prescribed Examinations in the Hyderabad Assigned Districts during the official year* 1885-86.

Nature of Examination.	No. of Institutions sending Examinees.				No. of Examinees.					No. passed.					Race or creed of passed scholars.			
	Institutions under public management.	Aided Institutions	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16-a.	16-b.	16-c.	16-d.
Schools of General Education.																		
Matriculation—Boys ...	2	...	...	2	21	...	...	...	21	14	...	...	...	14	...	...	14	...
Schools of Special Instruction.																		
Training School Examination for Masters ... Upper.	1	...	...	1	28	...	...	..	28	13	...	...	...	13	...	...	8	5
Training School Examination for Masters ... Lower.					39	...	...	...	39	35	...	..	...	35	...	...	27	8
School of Art Examination (a) ...	1	...	...	1	6	...	...	...	6	2	...	...	...	2	...	...	2	...

(a).—Sir Jamsetji Jijibhoy School of Art Examination for Certificates and Prizes.

EDUCATION.

GENERAL TABLE No. VII.—*Return showing the Distribution of Local Fund and Municipal Expenditure on Public Instruction in the Hyderabad Assigned Districts for the official year* 1885-86.

Objects of Expenditure.	Expenditure of Local Fund Boards on Public Instruction. In Institutions maintained by Local Fund Boards. No. of Institutions.	No. of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	In Institutions maintained by: The Department.	Municipal Boards.	Private persons or Associations.	Total Local Fund Expenditure on Public Instruction.	Expenditure of Municipal Boards on Public Instruction. In Institutions maintained by Municipal Boards. No. of Institutions.	No. of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal Rates.	Local Fund Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	In Institutions maintained by: The Department.	Local Fund Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
												Rs.	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Secondary Schools.																																
School Education, General. For Boys—English ...	...	...	...	...	...	...	...	...	...	...	...	72	...	...	72	...	...	...	...	...	..	...	...	...	...	...	351	...	...	351	423	
Total ...	...	...	...	...	...	...	...	...	...	...	...	72	...	...	72	...	...	...	...	...	...	...	...	...	..	...	351	..	...	351	423	
Primary Schools.																																
For Boys	...	...	...	..	...	...	...	..	...	...	...	64,541	3,231	120	67,892	13	1,623	1,566	1,176	...	3,281	3,231	898	37	...	7,447	1,385	...	...	4,666	72,558	
For Girls	...	...	...	...	...	...	...	...	...	...	...	3,812	499	...	4,311	4	195	172	117	48	524	499	211	6	...	1,288	320	...	...	844	5,155	
Total ...	...	...	...	...	...	...	...	...	...	...	...	68,353	3,730	120	72,203	17	1,818	1,738	1,293	48	3,805	3,730	1,109	43	...	8,735	1,705	...	...	5,510	77,713	
Inspection	...	..	..	...	...	...	...	...	...	...	...	455	...	...	455	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	455	
Buildings	...	...	...	...	...	...	...	...	...	...	...	39,771	...	...	39,771	...	...	...	...	...	120	..	...	...	...	120	...	...	...	120	39,891	
Miscellaneous	...	...	...	..	...	...	...	...	...	...	...	1,311	..	...	1,311	...	...	...	...	...	288	...	...	...	...	288	...	...	...	288	1,599	
Total ...	...	...	...	...	...	...	...	...	...	...	...	41,537	...	...	41,537	...	...	...	...	...	408	...	...	...	...	408	...	...	...	408	41,945	
Grand Total ...	...	...	...	...	...	...	...	...	...	...	...	1,09,962	3,730	120	1,13,812	17	1,818	1,738	1,293	48	4,213	3,730	1,109	43	...	9,143	2,056	...	...	6,269	1,20,081	

Extract from the Proceedings of the Resident at Hyderabad in the Educational Department, No. 2101-R., dated Hyderabad Residency, 13th August 1886.

READ—

The Annual Report on Public Instruction in the Hyderabad Assigned Districts for the year 1885-86.

RESOLUTION.

THE Resident is glad to notice that, in spite of the year not being, for reasons given by the Director of Public Instruction, very favourable for education, the results show as a whole an advance over those of the previous year. The number of schools and scholars on the 31st March in the last three years is as follows:—

	Schools.	Scholars.
1883-84	842 ...	35,810
1884-85	950 ...	39,727
1885-86	951 ...	41,018

The Director of Public Instruction explains that, although the number of schools for boys has slightly decreased, education has gained, inasmuch as a number of private schools in which the instruction was of a low type have been converted into aided schools teaching our standards and under Government inspection.

2. The number of public schools including those under municipalities has risen from 529 with 32,618 scholars to 603 with 34,858 scholars. The figures relating to public institutions under private management show but trifling variations. There is a considerable decrease, as mentioned above, in the number of purely private schools.

3. The number of primary schools classed as public institutions continues to increase. There were of this class in—

1883-84	721
1884-85	822
1885-86	894

And the Resident is glad to observe that, with very few exceptions, it has been possible to adhere to the rule that no village school is to be opened unless the people are willing to provide accommodation. The proportion of scholars to population of school-going age is now very nearly 20 per cent.

4. The total income of the year exceeds that of the preceding year by Rs. 20,000. There is again a fair increase in the amounts realized from fees, the figures for the last three years being as under:—

	Rs.
1883-84	29,614
1884-85	35,267
1885-86	38,713

or an increase of nearly 30 per cent. in two years. The contributions from municipalities have increased from Rs. 1,674 to Rs. 7,945. These bodies are thus beginning to realise the responsibility of providing for education within their limits, which they incurred on being relieved of the police charges; but at the same time Colonel Ross is not prepared to say that these responsibilities are as yet fully met. The sums contributed by the people show at first sight a falling off, but, as Mr. Jatar explains, this disappears when the fact that 64 school-houses were provided by the public is taken into consideration.

The balance in hand has decreased by Rs. 9,500, but it is still far too large for the requirements of the province and might well be reduced by judicious expenditure.

5. The amount awarded in grants to aided schools has increased from Rs. 4,856 to Rs. 6,798. The progress thus made is satisfactory, but the Resident hopes that no efforts on the part of District Officers and those of the Educational Department will be spared to encourage still further indigenous schools. The remarks of Mr. Cordery in his review of last year's report and of the Government of India in their orders upon the same report will be fresh in the minds of those to whom they were addressed, and there is therefore no necessity to dwell further on the point in this place.

6. The inspection work appears to have been efficiently carried out, and the Resident is glad to find that increased interest is taken by the Deputy Commissioners and their Assistants in this important branch of their work. It is difficult to over-rate the good effect of cordial co-operation of these officers with those of the Educational Department. None can do more good in this way than the Tahsildars, and the Resident has much pleasure in noticing with approbation the good work done by these officers in the Ellichpur District. Colonel Ross would have expected to find the Municipal Committees take a livelier interest in educational matters since they have had the schools placed in a closer connection with them, and it is a matter for surprise and regret that the contrary is the fact.

7. The results of education as tested by examinations are satisfactory. The Resident endorses the remarks of the Director of Public Instruction awarding credit to the Head Masters of the Amraoti and Akola High Schools for the results of the Matriculation Examination. In the other standards in the same schools the proportion of those passed to the numbers on the rolls has increased. The middle schools also show improved results. The results by examination in primary schools have remained nearly stationary during the past three years; but, as new schools are opened every year, which swell the number of scholars but not the number of passes, there is no reason for dissatisfaction. The Resident is glad to note that, in the opinion of the Director of Public Instruction, the system of awarding bonuses to deserving masters is working well.

8. It is disappointing to find that the working of the Government College at Akola for the training of schoolmasters has not improved. The results of the examinations in the first year's course are better than that of last year, but on the other hand the number who passed the certificate examination was incredibly few. It is no explanation to say that a class was "inefficient from the beginning." Such an admission is a very damaging one, but a special report will be called for on this important subject, and it may therefore be dismissed without further remark.

9. The advance in female education is striking, the average number of scholars on the rolls of schools under Government mangement having risen from 458 to 895, and the average daily attendance from 301 to 556. The number of female scholars in all schools has risen from 1,088 to 1,202. A still further increase would, no doubt, follow the introduction of trained mistresses.

10. The figures given in para. 75 of the report show that education is spreading among the people of low-caste. The number of pupils is still very small, but at the same time it has doubled in the past five years. Considering the difficulties attending the education of these classes, the progress shown above is as much as could be fairly expected.

11. The Director of Public Instruction has, in his concluding section, summarised the steps taken to carry into effect the recommendation of the Educational Commission. The chief points perhaps are the revision of the grant-in-aid rules with the object of encouraging indigenous schools, the closer relations established between the municipalities and the schools within their limits, and the steps taken for the extension of primary and female education.

12. The thanks of Colonel Ross are due to Mr. Jatar for a full and clear report.

(By order.)

J. R. FITZGERALD,

Secretary for Berar.